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ABSTRACT

For the children in the San Luis Valley (Colorado), bilingual education has provided a successful atmosphere for both the monolingual English speakers and the non-English speakers. They teach each other, learn about each other's culture, and appreciate and understand others better. This curriculum guide, funded by Title VII of the Elementary and Secondary Education Act of 1965, was prepared for use in grades K-3 of the San Luis Valley Bilingual-Bicultural Program. The units cover the subjects of colors, shapes, reading, body and self, family, clothing, the community, culture, counting numbers, seasons and holidays, the calendar and temperature, domestic and wild animals, plants and nursery management, time and money, transportation, simple machines, and space. Given for each subject are the educational and behavioral objectives and suggested related activities, materials, resources, and evaluation techniques. Some of the lessons are for Spanish instruction. (NQ)

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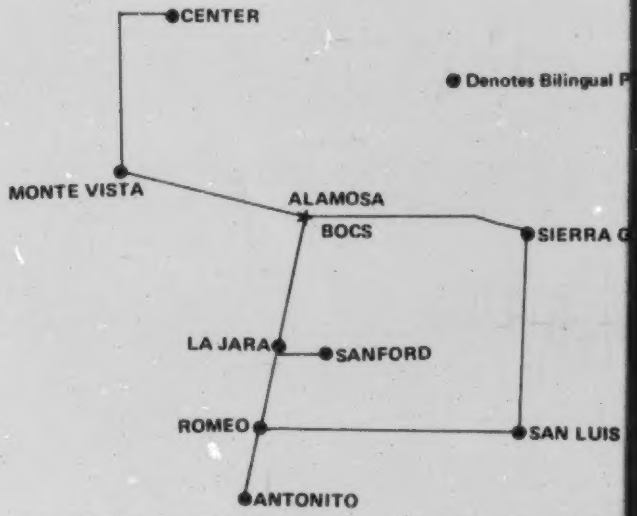
SAN LUIS VALLEY BOARD OF COOPERAT

BILINGUAL-BICULTURAL PROG

CURRICULUM Kindergarten
through Third Grade

ED 097162

Bilingual education is a most exciting and a most promising trend in the educational endeavors. For the children in the San Luis Valley it has blossomed to a successful atmosphere for both the mono-lingual English speakers and the non-English speakers. The non-English speakers are certainly able to understand and acquire performance skills which are so tremendously important in their early life. The beautiful experience that they encounter is that of being successful and the feeling of being a contributing aspect to the classroom and their peers. They teach each other, they learn of each other's culture, and they learn to appreciate and understand others better. They become proficient in their vernacular and become true bilingual-bicultural citizens during the sensitive time of their learning experience. The early experience in bilingual-bicultural education can bring about a truly humanistic spirit for all concerned. In order to participate in a society which is different from his, he has to equip himself with the language and culture to achieve this goal. Therefore, we have to make available these ingredients which will improve his intellectual capacities of his primary language while enriching his skills in the second language. Consequently, we know that language and culture are inseparable. This is the best way to be both educational and entertaining. To do this well, we ask teachers to be patient with their students. Patience plays a tremendous role in the child's whole being, just being patient and repeating over and over again all the necessary conceptual skills to making a well-learned individual. It behooves teachers to teach individuals to learn to enjoy reading, writing, etc. If the teacher is patient, sincere, and understanding, it is certain that the student will learn many things with facility.



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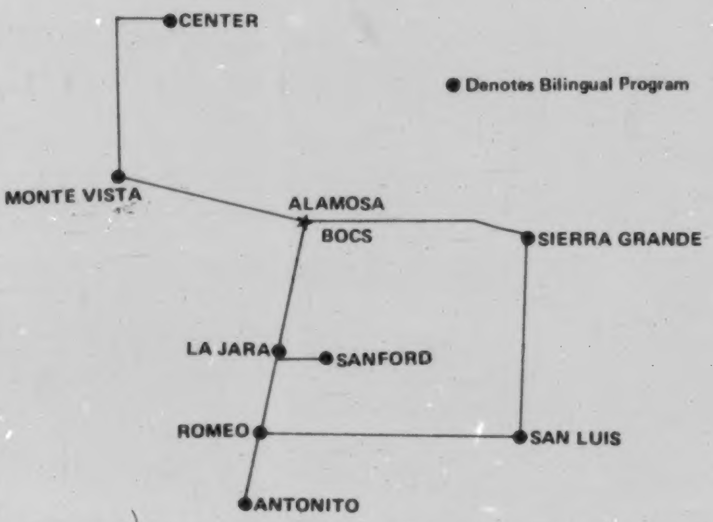
BILINGUAL-BICULTURAL PROGRAM

CURRICULUM Kindergarten through Third Grade



La educación Bilingüe es una tendencia más excitada y más prometida en los esfuerzos educacionales. Para los niños en el valle de San Luis ha enflorecido a un atmosferio de éxito para ambos monolingüe de hable inglés y los que no hablan inglés. Los que no hablan inglés ciertamente son capaces de entender y adquirir destrezos que son tan importante en su vida niñez. La experiencia hermosa que encuentran es esa de tener gran éxito y el de sentir de haber sido un aspecto contribuyo a la clase y a sus igual. Se enseñan unos a los otros, aprenden de la cultura, y aprenden a apreciar y a entender a otros mejor. Se hacen proficiente en su vernáculo y llegan a ser verdaderamente bilingües--biculturales cuidadanos durante el tiempo sensativo de su experiencia de aprendizaje. La experiencia en la educación bilingüe-bicultural puede traer un verdadero espiritu humanistico para todos. Para participar en una sociedad cuya es diferente a la suya, el tiene que equiparse con el lenguaje y la cultura para ejecutar este fin. De modo que, tenemos que aprovechar estos ingredientes cuales mejorarán sus capacidades intelectuales de su primer idioma mientras enriquesiendo sus destrezas en su segunda idioma. Consecuentemente, sabemos que la idioma y la cultura son inseparables. Este es el mejor modo de ser ambos educacional y divertido. Y para hacer esto bien, les pedimos a las profesoras que sean pacientes con sus alumnos. La paciencia juega un tremende papel en el ser total del niño, no más ser paciente y repitiendo repetidas veces todos los destrezos conceptuales necesarios para hacer un individuo bien erudicionado. Se atañerle a las profesoras a enseñar individuos a aprender a disfrutar de leer, escribir, etcetera. Si la profesora es paciente, sincera, y entendida, es cierto que el alumno aprenderá muchas cosás con facildez.

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SAN LUIS VALLEY BILINGUAL-BICULTURAL PROGRAM
Kindergarten through Third Grade
CURRICULUM

MARCH - 1974

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AN LUIS VALLEY BILINGUAL-BICULTURAL PROGRAM
Kindergarten through Third Grade
CURRICULUM

MARCH - 1974

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San Luis Valley Board of Cooperative Services
Bilingual-Bicultural Education
Félix García, Director
Walt Gomez, Evaluator

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COLORS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the child to develop sentences at the beginning of year, learn colors, math concepts and concepts before, middle and last.	0.001	The child will develop and demonstrate his ability in saying simple sentences, while learning color names, counting and associating the concepts of before, middle and last whenever the situation is called for.	Ask - Tell me what you see. Child - I see a red car. Tell me what you see now. I see a blue car. How many cars do you see now? Continue in same manner with several cars. Which car is number one, two three, etc. Child answers which color comes after the blue one, before the red one, in the middle, next to last, after the first? Which car i between the black and brown? How many cars are between the orange and green cars? Close your eyes. (Switch positions of cars.) Who can put them back in the original position. Remove one or two cars and choose someone to tell which ones are missing. Have one o two cars going in opposite direction. Ask what is wrong Correct it. How many cars in Remove one or two. How many are left. Let one child arrange cars an ask questions.

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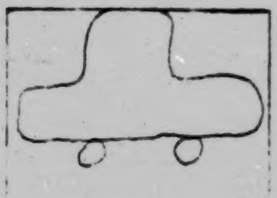
COLORS

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
develop and s ability in sentences, color names, ssociating the fore, middle ver the situa- for.	Ask - Tell me what you see. Child - I see a red car. Tell me what you see now. I see a blue car. How many cars do you see now? Continue in same manner with several cars. Which car is number one, two three, etc. Child answers which color comes after the blue one, before the red one, in the middle, next to last, after the first? Which car is between the black and brown? How many cars are between the orange and green cars? Close your eyes. (Switch positions of cars.) Who can put them back in the original position. Remove one or two cars and choose someone to tell which ones are missing. Have one or two cars going in opposite direction. Ask what is wrong. Correct it. How many cars in all? Remove one or two. How many are left. Let one child arrange cars and ask questions.	Stand up cars and using lollipops: To make cars, place fold on fold of paper. Make many different colors. Back with tagboard to make firm enough to stand.  Cars can also be made of flannel and do activities on flannel board.	Self evaluating as t child will manipulat materials and if he knows colors and the other concepts he will do the directio given correctly.

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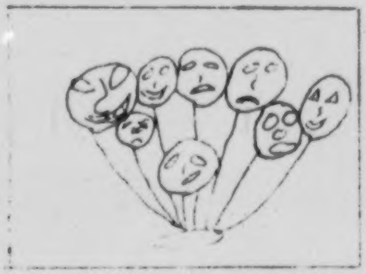
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Lollipops Tell color in Spanish and English. Play game ¿Qué color es este? and show the lollipop. The child to answer first gets the lollipop.
			Read book on colors.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Lollipops		
	Tell color in Spanish and English. Play game ¿Qué color es este? and show the lollipop. The child to answer first gets the lollipop.	Lollipops made of colors being studied. 1. Colored construction paper, tongue depressors and stapler.	The child with more lollipops at the en of the game wins an asks the question ¿Qué color es este?
	Read book on colors.	Book: Hailstones and Halibut Bones by Mary O'Neill Doubleday and Co. Inc. Garden City, New York	
		Ice cream game - Use ice cream cones made from construction paper. Let one child be the ice cream man. He can say helado, helado, and the children must ask for the color they want.	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	0.002	A child will play musical notes at an early age by using their knowledge of colors to play tunes.	Learning to play a piano or other musical instrument can also be accomplished by these color code methods.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
play musical arly age by nowledge of y tunes.	Learning to play a piano or other musical instrument can also be accomplished by these color code methods.	Color adds brilliance and enthusiasm to learning.	Correctly playing a given tune.

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the student the primary and secondary colors.	0.003	The student will participate in making a bulletin board while learning the colors red, orange, yellow, green, blue, violet, brown, white, black, and learn to recognize shapes	Name and study the eight colors to be used using the lollipops. Have student find the colors in the room and in their clothing and outdoors. Cut newspaper into square, fold these twice and have children practice cutting circles. Then cut eight large circles one of each color and have the children use pieces of white paper to design faces on the circles. Pin the corrugated paper to the board and arrange the faces on it. Tie the faces together with black yarn.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll participate lletin board the colors ellow, green, brown, white, rn to recog-	Name and study the eight colors to be used using the lollipops. Have student find the colors in the room and in their clothing and outdoors. Cut newspaper into square, fold these twice and have children practice cutting circles. Then cut eight large circles one of each color and have the children use pieces of white paper to design faces on the circles. Pin the corrugated paper to the board and arrange the faces on it. Tie the faces together with black yarn.	Corrugated paper (light blue for background), newspaper, construction paper (red, orange, yellow, green, blue, violet, brown, white, black) yarn (black). Lollipops - cut 2 inch circles of each of the eight colors, then paste the matching circles together with some lollipop sticks between to form lollipops. BULLETIN BOARD 	Let each child make his own color book by cutting circles of the eight colors and pasting them in a scrapbook.

COLORS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the names of colors, body parts, counting and clothing items.	0.004	The child will develop color concepts while demonstrating comprehension of spoken Spanish or English by identifying orally body parts, counting items, and matching shapes and colors.	I. Read the story of "El Caballero de La Calaboz while putting on or tal ing of parts of the bod or clothing. Explain story in English.
			II. Say colors and parts of the body involved in th story several times and have students repeat orally in a group, and individually as many times as necessary. Do both in English and Spanish.
			III. Further discuss and te the colors, play games motivate the children.
			IV. Have students count the number of colors and b parts. Students repeat orally after hearing a record.
			V. Say name of clothing items, parts of the bo used with the story an have students repeat orally and in a group many times as necessar
			VI. Color a handout of "El Caballero de la Calabo

COLORS

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
l develop color e demonstrating of spoken glish by iden- y body parts, s, and matching lors.	I. Read the story of "El Caballero de La Calabozo" while putting on or talking of parts of the body or clothing. Explain story in English. II. Say colors and parts of the body involved in the story several times and have students repeat orally in a group, and individually as many times as necessary. Do both in English and Spanish. III. Further discuss and teach the colors, play games to motivate the children. IV. Have students count the number of colors and body parts. Students repeat orally after hearing a record. V. Say name of clothing items, parts of the body used with the story and have students repeat orally and in a group as many times as necessary. VI. Color a handout of "El Caballero de la Calabozo."	I. Story - Mi cuaderno de Español by Mc Rae, Houghton Mifflin Co., Boston. II. Use flannel board and cut-outs of El Caballero de la Calabozo" made out of felt or tag-board and records on colors and parts of the body. a. Records: 1. Eddie Cano, Heffernan School Supply, P.O. Box 5309 San Antonio, Texas 2. Songs of Mexico, Bowmar Records 4921 Santa Monica Blvd., Los Angeles, California III. Use the color chart with colors relevant to the story, add whatever colors wished. 1. Play game of "Carreras" and "Simon dice."	Identify orally colo and parts of the bod

COLORS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			VII. Say colors on chart an have students repeat orally in a group and individually then make a woven sarape mat. VIII. Match colors by using shapes student matches the shape and color on the tagboard with the one in the envelope. IX. Match colors by laying matching cards over th color and the word.

(Bulletin Board - "El Tren de Muchos Colores.")

HAVIORAL BJECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	VII. Say colors on chart and have students repeat orally in a group and individually then make a woven sarape mat. VIII. Match colors by using shapes student matches the shape and color on the tagboard with the one in the envelope. IX. Match colors by laying matching cards over the color and the word.	IV. Use again the records listed in number II. V. Use flash cards with Spanish and English clothing items and parts of the body on them. VI. Hand out of "EL Caballero de la Calabozo." VII. Use color chart used before and needed are construction paper, scissors and glue. VIII. Use tagboard, glue, felt pen, envelope, colored construction paper. 1. Make two of each shape the same color. Paste one on a piece of tagboard, use felt pen to outline the shapes on the tagboard. Keep free set of shapes in an envelope.	Color the hand-out to fit his description. Check student t determine if he matches the rig colors. Have each stude individually ma the colors.
Bulletin Board -	"El Tren de Muchos Colores.")	IX. Use chart with color and color word. Make a chart with the color and color word written on it. Exact matching cards are made to lay over the color and the word.	

COLORS

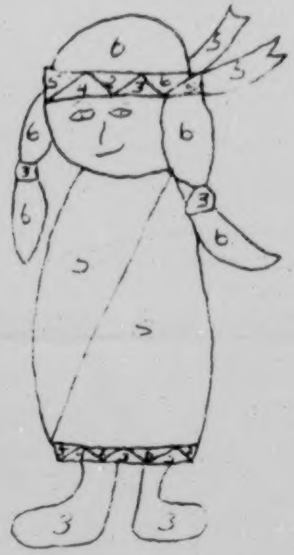
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the student concepts of colors through numbers, clothing and patterns.			
	0.005	After hearing the story of Pancho, the children will be able to answer correctly questions given orally by teacher.	Story of Pancho: Begin unit with pictures of Pancho. Talk about him. Take at least a week reading story of Pancho. Bring out all colors possibl
	0.006	After hearing the story of Pancho, the children will be able to play Lotto game with accuracy.	Do a review of story - then go into dramatization with all children participating.
	0.007	After hearing the story of Pancho the children will be able to read and color 3 evaluation pages given them.	During all units, students will be Pancho and use language patterns given in story. All children are to name all colors on Pancho and count Pancho's hats.

COLORS

HAVIORAL BJECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
g the story of children will be er correctly ven orally by	Story of Pancho: Begin unit with pictures of Pancho. Talk about him. Take at least a week reading story of Pancho. Bring out all colors possible.	Pancho, hat, monkey, page sheets with hats pictured. Sheet for story review. Lotto games.	When given direction the children will color Pancho's sombrero and monkey page.
g the story of children will be Lotto game with	Do a review of story - then go into dramatization with all children participating.	Domino de colores. Leads given to vocabulary groupings and language forms.	When given direction the children will color page relating to the sombrero.
g the story of hildren will be and color 3 ages given them.	During all units, students will be Pancho and use language patterns given in story.		Name various vocabulary used in Pancho story.
	All children are to name all colors on Pancho and count Pancho's hats.	Story of Pancho taken from: Guide to Resource Materials for the first year Spanish in Elementary grades by Irene D. Hamock Elizabeth Segal	Use "sí" and "no" an ¿cuántos? questions given to children.

COLORS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	0.008	The student will learn the colors by coloring the picture, using the given code.	The student will color the picture. Code: 6 = Black 5 = Red 4 = Brown 3 = Green 2 = Yellow As student progresses use subtraction and addition problems together, make a code.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill learn the oring the g the given	The student will color the picture. Code: 6 = Black 5 = Red 4 = Brown 3 = Green 2 = Yellow As student progresses use subtraction and addition problems together, make a code.	 6 5 5 5 4 2 3 6 6 6 3 3 6 6 5 5 3 3	If colored correctly, student solved problem correctly.

COLORS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the Spanish color names.	1.009	The child will learn the Spanish color names of rojo, azul, verde, amarillo, anaranjado, negro, café, blanco, morado, gris and color de rosa.	Suggested vocabulary rojo, azul, verde, negro, amarillo, anaranjado, café, blanco, morado, gris, color de rosa, el semaforo. Lesson 1 - Teach colors red, green, yellow. p.3
	1.010	The child will demonstrate knowledge of safety rules going to and from school by using the semáfora (traffic light) to guide him.	Lesson II - Tell story of "El Semáforo" using pictures that go along with it. Review previous colors.
	1.011	The child will learn and demonstrate verbally the use of simple sentences.	Lesson III - Learn Spanish color names black, white, blue. Lesson IV - Teach colors anaranjado, café, morado, gris, color de rosa. Color the clown. p.13 Art activity: Make a traffic light.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll learn the r names of rojo, amarillo, negro, café, do, gris and a.	Suggested vocabulary rojo, azul, verde, negro, amarillo, anaranjado, café, blanco, morado, gris, color de rosa, el semaforo. Lesson I - Teach colors red, green, yellow. p.3	1. p. II for activities. 2. Color chart, red, green and yellow objects.	Give simple directions such as colo una pelota verde, o [illegible] una flor roja and have the children color the pictures for you.
ll demonstrate safety rules from school semáfora ht) to guide	Lesson II - Tell story of "El Semáforo" using pictures that go along with it. Review previous colors.	1. Story of "El Semáforo" p. 7. 2. Pictures pp. 9-12.	Let individual children act out wh they would do when they see the color red, green or yellow on the traffic signal.
ll learn and verbally the e sentences.	Lesson III - Learn Spanish color names black, white, blue. Lesson IV - Teach colors anaranjado, café, morado, gris, color de rosa.	1. Traffic signal 2. Cubes with different colors on each side. 3. Various white, blue and black objects. 4. Color chart.	
	Color the clown. p.13	1. Use the cubes. 2. Color chart. 3. Use objects with all colors. 4. Copy of clown. 5. Crayons.	
	Art activity: Make a traffic light.	Resources p. 8. Make traffic light on construction paper using red, yellow and green circles.	

The following is suggested background for the instructor:

COLORS

KINDERGARTEN

SUGGESTED VOCABULARY

1. rojo - colorado
2. azul
3. verde
4. amarillo
5. aranajado
6. negro
7. blanco
8. color de café
9. morado
10. gris
11. color de rosa
12. el semáforo

INSTRUCTION AL LANGUAGE

1. ¿De qué color es?
2. Es ______________

SUGGESTED ACTIVITIES

1. Have color games as center - or play in small groups.

   A. "Colores" - Make a set of six cards for each color play game similar to FISH. A child deals 4 cards to each of 4 players, and leaves remainder of cards in stack. Object is to try to match all cards. First one to succeed, wins. First child says, "¿Tienes El Color Rojo?" If player has the card, he gives it to him. If not, he says, "No Lo Tengo", and player must draw from pile.

10. gris

11. color de rosa

12. el semáforo

INSTRUCTION AL LANGUAGE

1. ¿De qué color es?

2. Es ______________

SUGGESTED ACTIVITIES

1. Have color games as center - or play in small groups.

   A. "Colores" - Make a set of six cards for each color play game similar to FISH. A child deals 4 cards to each of 4 players, and leaves remainder of cards in stack. Object is to try to match all cards. First one to succeed, wins. First child says, "¿Tienes El Color Rojo?" If player has the card, he gives it to him. If not, he says, "No Lo Tengo", and player must draw from pile.

   B. "Cual Falta" - Teacher or aide gets color cards children are learning or all the colors and tells the group to "study" them. They then hide their eyes while the teacher takes one of the color cards. The teacher says, "Uno, Dos' Tres' ¿Cuál Falta?" Choose different children to tell you - "El Color (verde)."

   C. "Las Cajitas" - Children throw cubes which have colors on each side. If child can identify the color that comes up, he continues to throw until he misses.

2. Play the "Ice cream Game" - Teacher prepares ice cream cones made from tagboard or construction paper - one cone for each basic color. Child recites poem

   "m m m m m
   ¡Qué alegría!
   Helado Helado
   m m m m m."

   Child then chooses the cone he wants by naming its color in Spanish.

3. Art Lesson - Have children tear shapes for ice cream cones from construction paper and paste cones on another sheet. Make double and triple deckers.

4. Find colors in the various objects in the room.

   A. La Bandera - Teach the poem about the flag; then use it after the Pledge.

   "Azul, blanca, y roja, mi bandera con estrellas.
   Yo la quiero y la defiendo, orgulloso estoy de ella."

5. Give each child a piece of paper and set of crayons. (Explaine to children that they are going to color some pictures for you. "See if you use the color I ask you to.") Then give directions, such as: "COLOREN UNA PELOTA VERDE." "COLOREN UNA FLOR ROJA." Hold the item (or a picture of it) in your hands and point to it as you say your directions.

SAMPLE LESSON I

Specific Objective:

To familiarize the children with the Spanish color names.

Materials:

1. Kindergarten color chart
2. Various red objects
3. Various green objects
4. Various yellow objects

Procedures:

--Point to color chart. As you point to the color "red", say the name of the color in Spanish - ROJO.

--Have the children repeat the word with you.

--Continue with VERDE and AMARILLO in the same manner.

--Show a red object and ask, " ¿ DE QUÉ COLOR ES?"

--Answer with children, "ES ROJO, ES VERDE, ES AMARILLO."

--Find other objects with these three colors, and follow above procedure.

SAMPLE LESSON II

Specific Objective:

To familiarize children with short story "El Semáfora" and to learn safety rules going to and from school. To review Spanish color names for red, yellow and green.

Materials:

1. Short Story - "El Semáfora" (Resources)

color in Spanish - ROJO.

--Have the children repeat the word with you.

--Continue with VERDE and AMARILLO in the same manner.

--Show a red object and ask, " ¿ DE QUÉ COLOR ES?"

--Answer with children, "ES ROJO, ES VERDE, ES AMARILLO."

--Find other objects with these three colors, and follow above procedure.

SAMPLE LESSON II

Specific Objective:

To familiarize children with short sbory "El Semáfora" and to learn safety rules going to and from school. To review Spanish color names for red, yellow and green.

Materials:

1. Short Story - "El Semáfora" (Resources)
2. A Kindergarten traffic signal
3. Various green objects
4. Various red objects
5. Various yellow objects

Procedure:

--Review colors - mix objects up with other colors. Pick objects, one at a time, and ask children: "¿QUÉ COLOR ES?" Children answer with proper Spanish color name.

--Vary by asking, "¿ES ROJO?" Children answer "SÍ" or "NO".

--Tell story of "El Semáforo" using the pictures. Emphasize the word semáforo.

--Discuss with children what the story was about. Ask questions about the story.

--Ask a child to point to El Semáforo.

--Have them repeat the word with you.

SAMPLE LESSON III

Specific Objective:

Same as Lesson II.

To learn Spanish color names for black, white and blue.

Materials:

1. Traffic signal
2. Cubes with a different color on each side
3. Various white, blue and black objects
4. Color chart

Procedure:

--Introduce Spanish color names AZUL, BLANCO, NEGRO in the same manner as before.

--Mix objects up and then choose one and ask, "¿QUÉ COLOR ES?" Concentrate on the new colors.

--Play a dice game. Throw a dice and have the children tell you what color comes up.

--Use traffic (semáforo) signal. Have children clap when you point to green, stop when you point to red; clap slowly for yellow.

--Let individual children act out what they would do when they see the colors red, green or yellow on the traffic signal.

SAMPLE LESSON IV

To familiarize children with other Spanish color names.

1. Cubes, with the above colors on each side
2. Color chart
3. Various colored objects, including above colors
4. A copy of a clown for each child
5. Crayons

--Play a dice game. Throw a dice and have the children tell you what color comes up.

--Use traffic (semáforo) signal. Have children clap when you point to green, stop when you point to red; clap slowly for yellow.

--Let individual children act out what they would do when they see the colors red, green or yellow on the traffic signal.

SAMPLE LESSON IV

To familiarize children with other Spanish color names.

1. Cubes, with the above colors on each side
2. Color chart
3. Various colored objects, including above colors
4. A copy of a clown for each child
5. Crayons

Procedure:

--Introduce new colors in same manner as before

--Review other colors

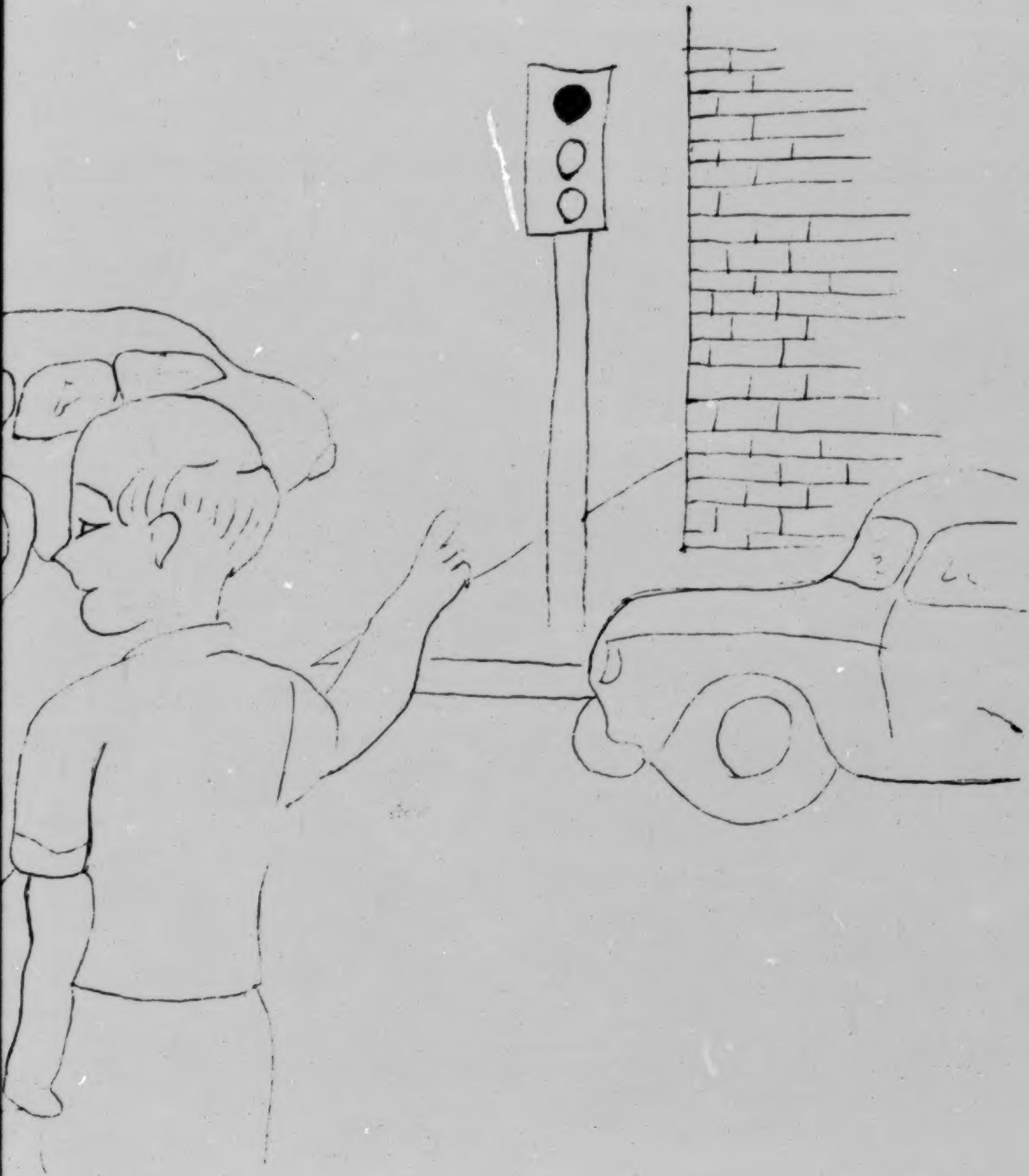
--Choose an object and ask, "¿QUÉ COLOR ES?"

--Use the dice (cubes) as before

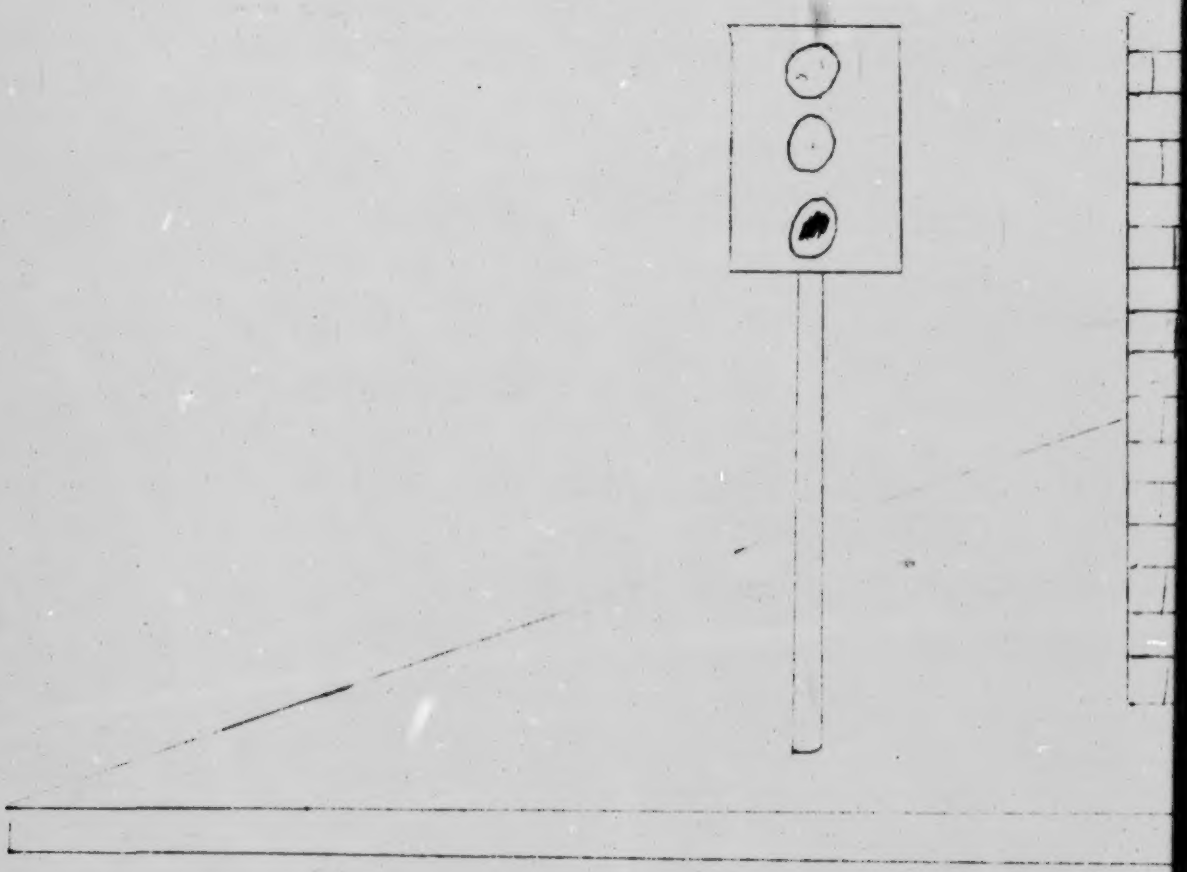
--Give each child a picture of the clown and, together, color the picture with crayons. Say, "Lets color the clown's shoe negro." Allow time for this.

--Continue in like manner, using other colors for other parts of clown. This activity may be finished the following day.

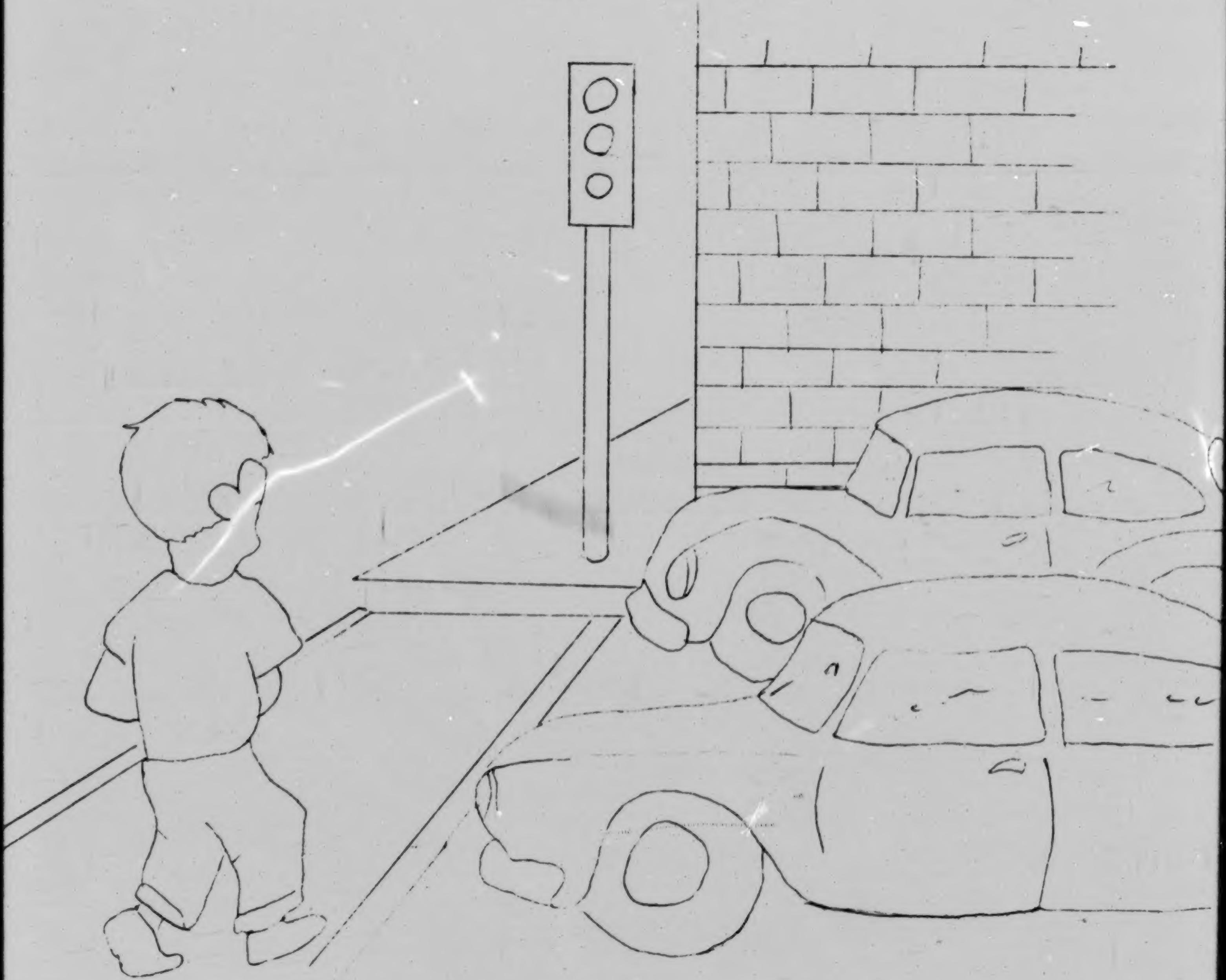
COLORS



COLORS



COLORS



EL SEMÁFORO

Un día un niño lla mado Ruben penso irse a su casa solito. Caminó y caminó hasta que Llegó a la calle principal. No podía cruzar proque había mucho tráfico. (Mostrar dibujo No. 1)

Era tanto el tráfico que Ruben no podía cruzar. Despúes de esperar muchísimo tiempo vió que salió un señor de una tienda y acercádosele le dijo, "Señor, por favor ayúdeme a cruzar ésta calle."

El señor era un hombre bueno y le contestó, "Con mucho gusto, hijito. (Mostrar dibujo No. 2) Fíjate bien en el semáforo al otro lado de la calle. Las luces cambian de color y cada color quiere decir algo. Ahorita está la luz roja. Debes esperar y dejar los carros pasar. Cuando cambie la luz a verde es cuando puedes cruzar."

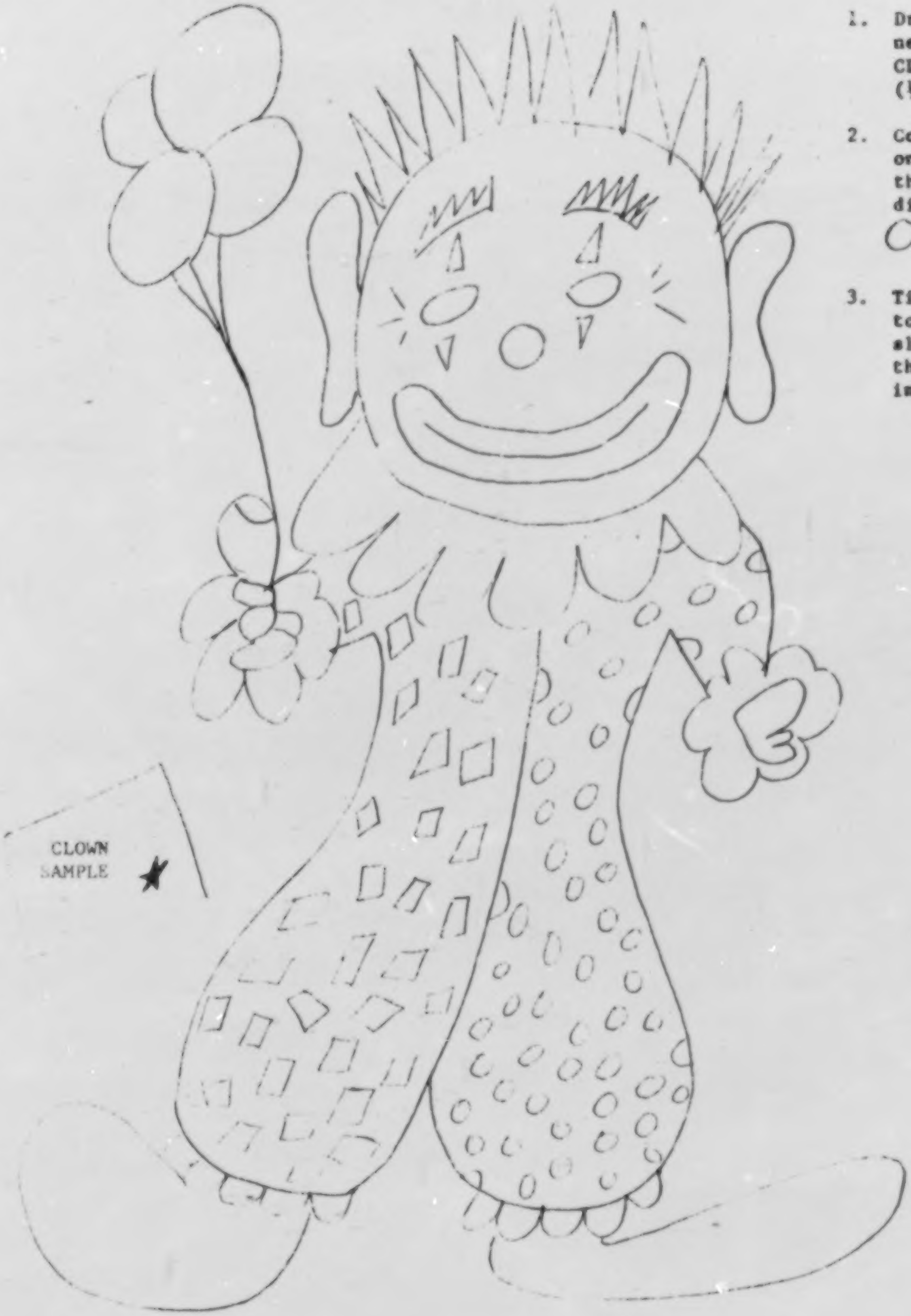
El niño le dió las gracias al señor y esperó hasta que la luz se cambiara a verde. Entonces cruzó la calle y todo el (Mostrar dibujo No. 2) camino iba pensando:

Con la roja hay que esperar,
Con la verde caminar.
Con la roja hay que esperar, esperar, esperar
Con la verde caminar.

RESOURCES - TEACHER AND CHILDREN'S BOOKS

1. Los Colores - Colección "Primera Letras" No. 5.
2. Caparucita Roja - Cuentos Gigantas, Sigmar.
3. Yo Soy El Amarillo.
4. Yo Soy El Azul.
5. Yo Soy El Rojo.
6. Yo Soy El Verde.
7. La Mansana Es Roja.
8. Lenguaje Illustrado. p.9

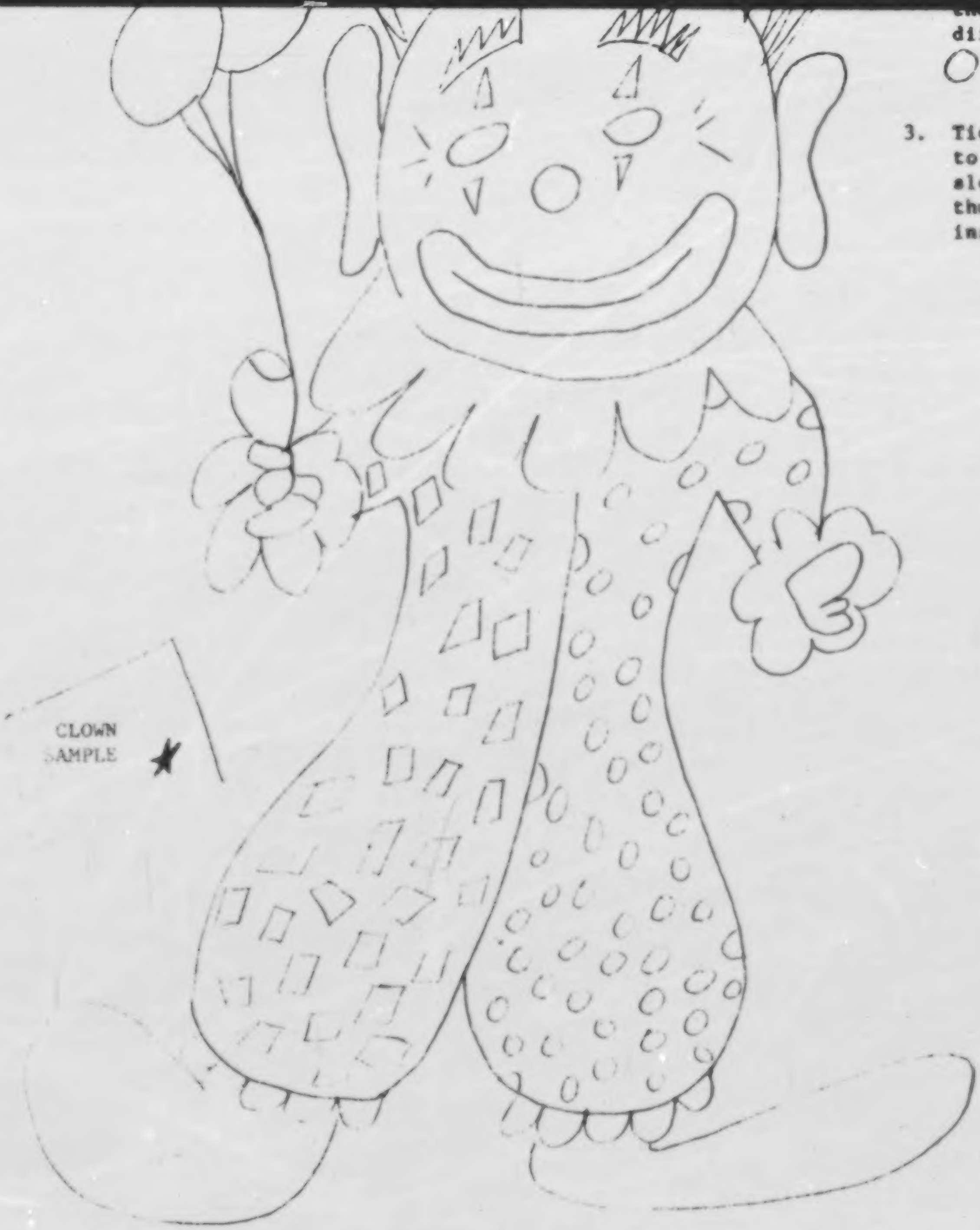
COLOR PRACTICE



1. Draw (accuracy not needed) a large CLOWN on tagboard. (½ sheet or 22"x28")
2. Color it brightly one side with ▱ the other side a different color with ○'s.
3. Tie some balloons to a stick. Cut a slot between his thumb and fingers, insert stick.★★

different color with ◯'s.

3. Tie some balloons to a stick. . Cut a slot between his thumb and fingers, insert stick.★★

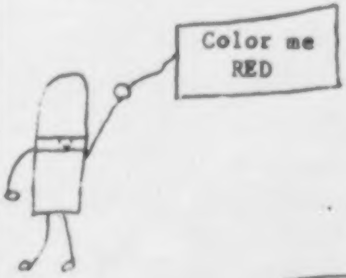
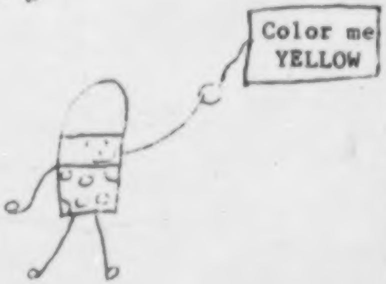


★ Use this sample or make your own design, cut parts out of colored paper if you like.

★★ Make a ditto sheet for each child.

COLORS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Bulletin Board: March of the Colored Crayo Add more colors as student learn them. Can be dittoed and used as worksheet.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Bulletin Board: March of the Colored Crayons. Add more colors as students learn them. Can be dittoed and used as a worksheet.	  	

COLORS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To reinforce colors and teach the students how to obtain secondary from primary colors and how to obtain light and dark colors.	2.012	When shown colors on a chart the student will demonstrate verbally that he recognizes the colors by saying their names.	Start Unit by reviewing color learned previously. Suggested vocabulary: rojo-colorado - red azul - blue amarillo - yellow blanco - white gris-pardo - gray verde - green negro - black anaranjado - orange morado-purpuro - purple café - brown
	2.013	When given a ditto to work on, the student will listen to and follow directions given by the teacher on how to color certain items.	Add any colors wished Ask - ¿Qué color es este? Children answer - Ese es colo ____________, in a group then individually. Ask color questions pertainin to clothing. (eg) ¿Quien trae camiza azul? Have all stand who have camiz azules ¿ Quien trae pantalonez café? etc. When finished all colors, ask again and have children sit d Ask color questions pertainin items in the room and things outside. (eg)¿ De qué color es la sill mesa, el libro, el carro, el el árbol? etc. Children answe

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ors on a chart ll demonstrate he recognizes saying their	Start Unit by reviewing colors learned previously. Suggested vocabulary: rojo-colorado - red azul - blue amarillo - yellow blanco - white gris-pardo - gray verde - green negro - black anaranjado - orange morado-purpuro - purple café - brown	Make color chart out of tag-board and magic markers or crayons using colors being used.	Progress Chart of students knowing all colors.
itto to work t will listen directions eacher on how in items.	Add any colors wished Ask - ¿Qué color es este? Children answer - Ese es color ____________, in a group then individually. Ask color questions pertaining to clothing. (eg) ¿Quien trae camiza azul? Have all stand who have camiza azules ¿Quien trae pantalonez café? etc. When finished all colors, ask again and have children sit down. Ask color questions pertaining to items in the room and things seen outside. (eg)¿ De qué color es la silla, la mesa, el libro, el carro, el cielo, el árbol? etc. Children answer		

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			using complete sentences. Give out ditto sheet with di items to color. Teacher say the tree green (coloreen el á verde) the flower red (la fl roja), etc. Children listen follow directions.
	2.014	The student will make a yarn scribble using colors learned.	Art activity - Make a yarn scribble using colors studie After outlining the scribble with colored yarn, children may fill in the spaces with crayon.
	2.015	The student will construct a color wheel showing primary and secondary colors.	Have discussion of primary c (colores primarios) red, yel blue, and those colors with and white make any color des Have discussion of secondary colors (colores secundarios) orange, green, purple. Thes colors are made from mixing three primary colors Red + Yellow = Orange Yellow + Blue = Green Red + Blue = Purple Give a demorstration of mixi these colors to class.

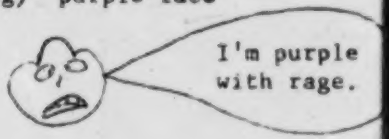
AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	using complete sentences.		
	Give out ditto sheet with different items to color. Teacher says color the tree green (coloreen el árbol verde) the flower red (la flor roja), etc. Children listen and follow directions.	Make a ditto with different items for the children to color.	Did students color items the right col
will make a yarn ng colors	Art activity - Make a yarn scribble using colors studied. After outlining the scribble with colored yarn, children may fill in the spaces with crayon.	Use construction paper - Variety of colored yarn Glue	Did the student use all colors in his scribble?
will construct a showing primary y colors.	Have discussion of primary colors (colores primarios) red, yellow, blue, and those colors with black and white make any color desired.		
	Have discussion of secondary colors (colores secundarios) orange, green, purple. These colors are made from mixing the three primary colors Red + Yellow = Orange Yellow + Blue = Green Red + Blue = Purple		
	Give a demonstration of mixing these colors to class.	Use tempra paints and several containers to mix colors and tongue depressor to stir paints.	

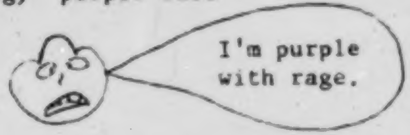
COLORS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Children make a color wheel Rueda de Colores)
	2.016	The student will participat in mixing colors to obtain the right dark or light color.	Mix white with colors - Yell blue, green, orange, purple get a lighter color of each. Say two light colors have sp names, light red called pink light black called gray. Mix black with colors blue, yellow, red, purple and get darker color of each. Say two dark colors have spe names. Dark white is gray a dark orange called brown.
	2.017	The student will verbally respond by saying what colors mean or say to him.	After discussion of every co involved, ask students what say or mean to them and as d cussion progresses have stud make own faces on paper and them to make an individual s book. Read book on colors On traffic light green says Yellow says "Watch Out" I' going to change red.

COLORS

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Children make a color wheel (La Rueda de Colores)	For color wheel use any encyclopedia available.	Progress Chart of color wheels made.
will participat lors to obtain rk or light	Mix white with colors - Yellow, blue, green, orange, purple and get a lighter color of each.	Use tempra paints, containers and tongue depressors as before.	Did students obtain color desired?
	Say two light colors have special names, light red called pink and light black called gray.		
	Mix black with colors blue, green, yellow, red, purple and get a darker color of each.		
	Say two dark colors have special names. Dark white is gray and dark orange called brown.		
will verbally aying what or say to him.	After discussion of every color involved, ask students what colors say or mean to them and as discussion progresses have students make own faces on paper and color them to make an individual scrapbook.	Paper Pencil Crayons Paper fasteners Book: Hailstones & Halibut Bones	
	Read book on colors	Hailstones & Halibut Bones by Mary O'Neill, Doubleday & Co. Inc., Garden Cit New York	
	On traffic light green says "Go" Yellow says "Watch Out" I'm going to change red.	Use el semáforo (Traffic light) All schools should have one.	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			And red say "Stop." Say poem - "La Luz Roja" On a car white says "I'm com toward you," and red says "I' going away from you." Make a car at night with whit lights facing you and one wit red tail lights going away fr you.
	2.018	The student will make and color his own pictures with all the faces and colors discussed to make his own individual scrapbook.	Purple says "I'm angry." (eg) purple face  I'm purple with rage. Morado dice estoy enfa[illegible] en

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	And red say "Stop."		
	Say poem - "La Luz Roja"	Poem - "La Luz Roja" ¿Qué te dice la luz roja? ¿Qué te dice al esparar? Yo no sigas tu camino No te dejaré pasar ¿Qué te dice la luz verde? ¿Qué te dice al caminar? Sigue, Sigue tu camino Ahora si puedes pasar. Con la roja hay que esperar, Con la verde caminar, Con la roja hay que esperar esperar, esperar, Con la verde caminar.	
	On a car white says "I'm coming toward you," and red says "I'm going away from you." Make a car at night with white lights facing you and one with red tail lights going away from you.	En un carro, blanco dice vengo hacio ti. Rojo dice me voy de aqui.	
ll make and pictures with and colors dis- e his own in- book.	Purple says "I'm angry." (eg) purple face  I'm purple with rage. Morado dice estoy enfaki enojado.	Start scrapbook	

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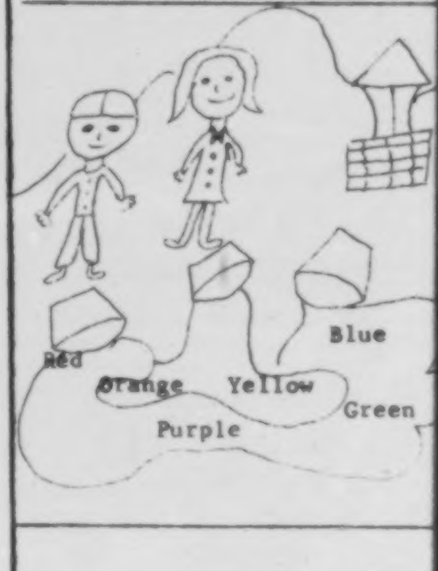
COLORS

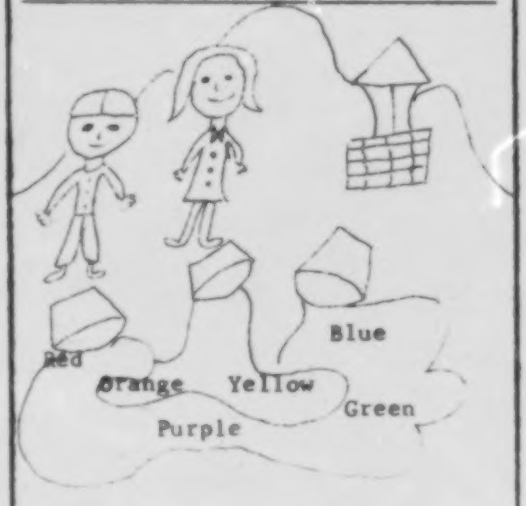
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Make different kinds of face colors used and caption them. Yellow says "I'm a coward." (I'm yellow) yellow face Amarillo dice, soy cobarde Red says "I'm embarrassed (B my face red) red face Rojo d estoy juerguenzado. Green says "I'm jealous" (I' green with envy) green face. Verde dice, soy celaso. Blue says "I'm sad" (I feel blue face. Azul dice, estoy Pink says "I feel great" (I' the pink) Draw a pink muscle Color de rosa dice, estoy fe On a baby, pink says "I'm a Blue says "I'm a boy" (draw pair booties pink and one bl Sa llevo color de rosa soy n Sa llevo color azul soy nino Black and orange say "Its Ha (draw a picture with witches kins etc.) Negro y anaranjad es Halloween. Red and green say "Its Chris (draw a Christmas tree with ornaments) Rojo y verde dic Navidad.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Make different kinds of faces with colors used and caption them.		
	Yellow says "I'm a coward." (I'm yellow) yellow face Amarillo dice, soy cobarde		
	Red says "I'm embarrassed (Boy, is my face red) red face Rojo dice, estoy juerguenzado.		
	Green says "I'm jealous" (I'm green with envy) green face. Verde dice, soy celaso.		
	Blue says "I'm sad" (I feel blue) blue face. Azul dice, estoy triste		
	Pink says "I feel great" (I'm in the pink) Draw a pink muscle man. Color de rosa dice, estoy feliz.		
	On a baby, pink says "I'm a girl" Blue says "I'm a boy" (draw one pair booties pink and one blue) Sa llevo color de rosa soy nina. Sa llevo color azul soy nino.		
	Black and orange say "Its Halloween" (draw a picture with witches, pumpkins etc.) Negro y anaranjado dicen es Halloween.		
	Red and green say "Its Christmas" (draw a Christmas tree with red ornaments) Rojo y verde dicen, es Navidad.		Progress chart of students who finished scrapbook.

COLORS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Make a Bulletin Board - "Jack and Jill Spill the Colo Pails" to show primary and secondary colors. Background - white hill to set off colors with the red background. Add well and Jack and Jill. Use cottage cheese cartons with pipe cleaner handles added to resemble water pails. From colored gift cellophane cut free form paint spills, letti them form the three secondary colors, purple, orange, green 

COLORS

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Make a Bulletin Board - "Jack and Jill Spill the Color Pails" to show primary and secondary colors. Background - white hill to set off colors with the red background. Add well and Jack and Jill. Use cottage cheese cartons with pipe cleaner handles added to resemble water pails. From colored gift cellophane cut free form paint spills, letting them form the three secondary colors, purple, orange, green.	Red construction paper Cottage cheese cartons Pipe cleaners Gift cellophane in red, blue, yellow Bulletin board shapes fold Jack and Jill shapes	
			

COLORS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the physical development and coordination of the Gross Motor muscles through color concepts.	3.019	The student will improve his coordination and help develop his Gross Motor activities while learning his colors and associating with his peers.	The children will spread out the Twister game from Milton Bradley on the floor. --Two will spin the pointer while two other children make the proper moves on the colored chart. The first one to fall loses.

COLORS

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll improve his nd help devel- otor activi- rning his col- ating with	The children will spread out the Twister game from Milton Bradley on the floor. --Two will spin the pointer while two other children make the proper moves on the colored chart. The first one to fall loses.	Twister color game from Milton Bradley can be purchased in a variety of stores and catalogs.	Self evaluating as the child with the correct color knowledge and gross motor control will usually win.

COLORS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach fine and gross motor control while developing artistic and creative concepts and learning colors and their places in drawings.	3.020	The child will develop his artistic and creative abilities while learning his colors and developing his fine and gross motor muscles.	Build his home Build his community Build his extended surroundi and experiences

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll develop his d creative ile learning nd developing gross motor	Build his home Build his community Build his extended surroundings and experiences	4' x 8' sheet of canvas Box of Magic Markers	Participation and involvement

SHAPES

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
Understands and applies geometric concepts.		Level 1	Draw shapes on floor and per the following activities: 1. Stand on the shape ide fied by teacher. 2. Walk around outline of objects. 3. From a box of tagboard pieces (triangle, circ square, rectangles - d erent sizes and colors Pick out different sha and why they were pick 4. Have one child describ shape and another gues what the shape is. 5. Have children put puzz together from already shapes. 6. Have children cut or d a basic shape. 7. Identify different obj in the room that are c cular, rectangular etc shape in the room.
	1.001	States how objects are alike and different, (size, color, shape, length, height, weight.)	
	1.002	Identifies basic shapes circle, triangle, rectangle, square.	
	1.003	States the characteristic of each basic shape.	
	1.004	Names the basic shape of known objects.	
	1.005	Constructs basic shapes.	
	1.006	Groups figures according to shapes.	
	1.007	Arranges parts to make a whole.	
	1.008	Divides a basic shape into parts.	
	1.009	Copies basic shapes designs similar to a model.	
	1.010	Creates an original design from shapes.	
	1.011	Observe a given pattern and continues the patterns.	

SHAPES

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ects are alike (size, color, height, ic shapes le, rectangle, racteristic shape. c shape of ic shapes. according to to make a c shape into hapes designs model. ginal design n pattern and patterns.	Draw shapes on floor and perform the following activities: 1. Stand on the shape identified by teacher. 2. Walk around outline of objects. 3. From a box of tagboard pieces (triangle, circle, square, rectangles - different sizes and colors). Pick out different shapes and why they were picked. 4. Have one child describe a shape and another guess what the shape is. 5. Have children put puzzles together from already cut shapes. 6. Have children cut or draw a basic shape. 7. Identify different objects in the room that are circular, rectangular etc. shape in the room.	Pieces of yarn. Tagboard shapes of different colors and sizes. Parquetry blocks and designs. Flannel Board. Bean Bag Game - with shapes and colors. Example: May use any shape, color and/or number.	Oral evaluation of tasks performed. Keep progress chart

SHAPES

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
		Level 2	
	2.012	Labels curves as closed or not closed.	
	2.013	Names and locates the points that are inside, outside and on a figure.	
	2.014	Joins points to make a line segment.	
	2.015	Identifies half of an object, half of a region and to some extent, half a set.	Have children color 1/2 of a object, or region. Have chil color 1/4, 1/3 of a region o object.
	2.016	Identifies one fourth of an object, one fourth of a region, and to some extent one fourth of a set.	
		Level 3	
	3.017	Identifies curves as to intersecting and simple.	Using a geoboard and a rubbe band.
	3.018	Identifies sides, angles, faces, edges and corners.	
	3.019	Recognizes points, segments, regions.	
	3.020	Identifies cubes.	
	3.021	Recognizes 1/3, 1/4, 3/4, 1/2 and 2/3 in relation to sets and regions.	

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
s closed or tes the points , outside . make a line		Milton Bradley No. 8064 Geometric figures and solids. (17 planes figures - 22 slides)	Oral observation of tasks performed either written on paper or chalkboard.
f of an ob- region and , half a set. fourth of an rth of a some extent set.	Have children color 1/2 of an object, or region. Have children color 1/4, 1/3 of a region or object.		
ves as to nd simple. s, angles, nd corners. nts, segments s. , 1/4, 3/4, relation to s.	Using a geoboard and a rubber band.	Houghton Mifflin Geoboard	

SHAPES

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	3.022	Identifies points, curves, lines, line segments.	
	3.023	Measures line segments using as unit the inch, the foot, and the centimeter.	Give different activity sheet for measuring such as, "How h is your desk?" "How long is foot," etc. Have children tell how many inches or how many centimeter How many meters equal to feet
	3.024	Matches two shapes by performing a simple transformation such as a slide, a turn or a flip.	

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ints, curves, egments.		Ruler	Make a short quiz of these activity paper:
segments the inch, the centimeter.	Give different activity sheet for measuring such as, "How high is your desk?" "How long is your foot," etc.	Yardstick Meterstick	
hapes by per- ple transfor- s a slide, a p.	Have children tell how many inches or how many centimeters. How many meters equal to feet.	Color and Shape Bingo	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach psychomotor skills.			
	0.001	The student will correctly locate parts of the body by pointing or touching as teacher directs.	Refer to Packet # A
	0.002	The child will demonstrate balancing abilities.	Balance Beam Balance on one foot (stork s Upright balances Inverted balances
	0.003	The child will demonstrate his ability to skip. (Also hop) Hop on right foot then on left foot.	Skip to a designated place Skip to a rhythmetic activity Play hopscotch
	0.004	The child will demonstrate his ability to walk with balance by walking forward, using alternate feet and small steps on a balance beam.	Balance a book on your head Balance beam activities
	0.005	The child will demonstrate his ability to swing his arms and legs in a circle.	Play Simon Says - Simon Dice Swing arms to a rhythmic activity
	0.006	The child will be able to follow a target with a smooth eye movement without moving his head.	Left to right progression Ex: Use a pencil or any othe attractive object. Have the student follow object from left to righ

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill correctly of the body by ouching as tea-	Refer to Packet # A .l.l	Parts of the Body.	
l demonstrate lities.	Balance Beam Balance on one foot (stork stand) Upright balances Inverted balances	Kindergarten Bilingual Resource Handbook Lubbock Public Schools Bilingual Education Program p.p. 58-59	Teacher observation
l demonstrate o skip. op on right foot foot.	Skip to a designated place Skip to a rhythmetic activity Play hopscotch	Canvas hopscotch game	Teacher observation
l demonstrate o walk with lking forward, e feet and n a balance	Balance a book on your head Balance beam activities	Balance beam	Teacher observation
l demonstrate o swing his arms circle.	Play Simon Says - Simon Dice Swing arms to a rhythmic activity		
l be able to t with a smooth without moving	Left to right progression Ex: Use a pencil or any other attractive object. Have the student follow the object from left to right.	Any attractive object	Teacher observation

READING

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	0.007	The student will demonstrate his ability to button and unbutton his own garments.	Provide buttons and button h taken from an old shirt and mounted on a cardboard for d terity practice.
	0.008	The child will be able to correctly hold a pencil.	Make random cuts with sciss Ex: Cut circles, square, triangles, animals, etc
	0.010	Give an assortment of three dimensional shapes, the child will be able to trace these on paper.	Trace objects such as large small lids, blocks, boxes, k cans, etc.
	0.011	The student will be able to demonstrate his ability to tie his shoelaces.	Tie the shoelaces on toy woo shoes Provide shoelaces and cardbo into which holes have been punched; use this for practicing dexterity.
	0.012	The student will demonstrate his ability to tap rhythm to songs and games by tapping with his hand and or feet, or imitate the pattern someone else claps.	Teach the rhyme - Uno, dos - cho (clap) Tres, cuatro - co " Cinco, seis - la " Siete, ocho - te " Nueve, diez - chocolate -
	0.013	The child will demonstrate his ability to throw a bean bag by trying to toss it into a box at a distance decided upon by the teacher.	Play hopscotch using a squar large enough that a bean bag may be used to mark places. games may be made from large pieces of canvas.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill demonstrate button and un- garments.	Provide buttons and button holes taken from an old shirt and mounted on a cardboard for dexterity practice.	Old shirt mounted on cardboard	Teacher observation
be able to a pencil.	Make random cuts with scissors Ex: Cut circles, square, triangles, animals, etc.	Magazines Coloring books Mimeo sheets, etc.	Teacher observation
tment of three hapes, the child to trace these	Trace objects such as large and small lids, blocks, boxes, keys, cans, etc.	Bloques lógicos	Have the child trac the entire set of Bloques lógicos
ill be able to is ability to aces.	Tie the shoelaces on toy wooden shoes Provide shoelaces and cardboard into which holes have been punched; use this for practicing dexterity.	Wooden shoes Shoelaces Cardboard	Teacher observation
ill demonstrate tap rhythm to s by tapping and or feet, or ttern someone	Teach the rhyme - Uno, dos - cho (clap) Tres, cuatro - co " Cinco, seis - la " Siete, ocho - te " Nueve, diez - chocolate -	Songs Rhymes	Teacher observation
demonstrate throw a bean to toss it into tance decided eacher.	Play hopscotch using a square large enough that a bean bag may be used to mark places. These games may be made from large pieces of canvas.	Beanbags Canvas Markers Box or basket	Teacher observation

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Practice tossing a bean bag i a box or basket at varying di tances.
	0.014	The child will demonstrate his ability to catch a bean bag tossed to him by the teacher or peer.	Play over-under Bean Bag gam Two rows of children in which both of the children at the h of the rows toss the bean bag between their legs to the chi ren behind them who in turn t the bag over their heads, eac child at the head in turn mov to the back of the row.
	0.015	The child will demonstrate his ability to differentiate right hand from left hand by raising the right or left hand as indicated by the teacher.	Play «Simón Dice» Eg. «Simón dice levanta la m izquierda.» Toss and catch bean bag with right hand only, then with l hand only. Hop on left foot only, then right foot only.
	0.016	The child will demonstrate his ability to identify "front" and "back" by identifying the front of the room and the back of the room, the front of a book and the back of a book Adelante, atras, delante de, detras de, frente, fondo.	Have the child walk to the b of the room and then skip to the front of the room. Have a scavanger hunt with di tions for searching in the f of the room and the back of room. With the class, draw a map o room filling in furniture pi etc. Decide what belongs at the b and front of the room.

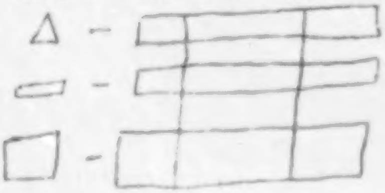
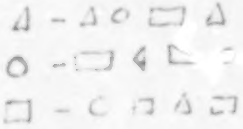
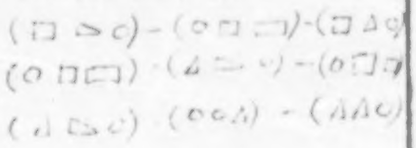
VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Practice tossing a bean bag into a box or basket at varying distances.		
demonstrate catch a bean him by the r.	Play over-under Bean Bag game. Two rows of children in which both of the children at the head of the rows toss the bean bags between their legs to the children behind them who in turn toss the bag over their heads, each child at the head in turn moving to the back of the row.	Bean bags	Teacher observation
demonstrate differentiate left hand by ght or left ted by the	Play «Simón Dice» Eg. «Simón dice levanta la mano izquierda.» Toss and catch bean bag with right hand only, then with left hand only. Hop on left foot only, then on right foot only.	Bean bags	Teacher observation
demonstrate identify ack" by e front of the ack of the t of a book f a book s, delante de, nte, fondo.	Have the child walk to the back of the room and then skip to the front of the room. Have a scavanger hunt with directions for searching in the front of the room and the back of the room. With the class, draw a map of the room filling in furniture pieces etc. Decide what belongs at the back and front of the room.	A variety of small objects for a scavenger hunt. Large paper or canvas for drawing maps. A list of directions and objects the children are to search for.	Teacher observation

READING

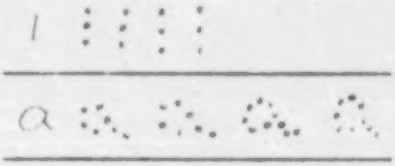
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	0.017	The child will demonstrate his ability to differentiate between up and down by placing an object down or tossing it up as indicated by the teacher.	Have the children bounce the and chant arriba abajo Teach jingle: Arriba, abajo, el centro, adentro. Using a ball or bean bag toss this object as the jingle instructs.
To teach Visual-Motor Skills	0.018	Students will identify the basic colors of specific objects.	Use cubes with different colo on each side. Students identify colors that come up as they take turns throwing the cubes. Use color chips - play coneji
	0.019	Students will identify objects.	Name the things in the classr Eg: silla, ventana, pizarra, puerta label things in the classroom
	0.020	Students demonstrate their ability to remember the designated order of objects or pictures.	Use pictures or flash cards - Put them in a certain order - have students do the same Tell story in sequence -
	0.021	Students demonstrate their ability to group objects by size and shape.	Use buttons, nails, keys, etc Have students sort them out.

HAVIORAL BJECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll demonstrate to differentiate nd down by plac- t down or tossing icated by the	Have the children bounce the ball and chant arriba abajo Teach jingle: Arriba, abajo, el centro, adentro. Using a ball or bean bag toss this object as the jingle instructs.	A ball	Worksheets or teache observation
l identify the of specific	Use cubes with different colors on each side. Students identify colors that come up as they take turns throwing the cubes. Use color chips - play conejito.	Peabody Kit color chips Wooden cubes with different colors on all sides.	Teacher or Aide observation
l identify	Name the things in the classroom Eg: silla, ventana, pizarra, puerta label things in the classroom.		
onstrate their emember the rder of objects	Use pictures or flash cards - Put them in a certain order - have students do the same Tell story in sequence -	Magazine Pictures Milton Bradley Flash Cards	
onstrate their roup objects shape.	Use buttons, nails, keys, etc Have students sort them out.	All sizes and shapes of buttons.	Teacher or Aide observation

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	0.022	Students will copy shapes of different sizes.	Have students copy shapes fr a work sheet.
	0.023	Students will name and identify objects in pictures.	Use magazine pictures or Fl Cards with names labeling th
	0.024	Students will recognize the order 8 pictures as they apply to a particular story	Tell students a story using pictures and putting them i sequence. Students should put them in sequence after hearing the story.
	0.025	Students will match shapes.	Work sheet - for student to match shapes
	0.026	Students will match equal numbers or shapes.	Work sheet - Students will match equal numbers of shapes.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
l copy shapes of zes.	Have students copy shapes from a work sheet.	Eg: Teacher-made work sheet 	Check work sheets
l name and id- ts in pictures.	Use magazine pictures or Flash Cards with names labeling them.	Magazine pictures Milton Bradley Flash Cards	Observation
l recognize pictures as they articular story	Tell students a story using pictures and putting them in sequence. Students should put them in sequence after hearing the story.	Use work sheet with pictures they are to put in proper sequence	Teacher or Aide observation
l match shapes.	Work sheet - for student to match shapes.	Eg: Teacher-made sheet 	Check work sheets
l match equal hapes.	Work sheet - Students will match equal numbers of shapes.	Eg: Teacher-made sheet 	Check work sheets

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	0.027	Students will group pictures by story content.	Tell students a story then show them a group of pictures; have them tell the story and put the pictur in sequence.
	0.028	Students will copy numbers through the use of number completion and by tracing letters and numbers.	Work sheets- Copy and trace vowels - Copy and trace numbers 1 thru 10 Copy and trace consonants - m - s - t - p

VIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
group pic- y content.	Tell students a story then show them a group of pictures; have them tell the story and put the pictures in sequence.		Observation
copy numbers se of number d by tracing umbers.	Work sheets- Copy and trace vowels - Copy and trace numbers 1 thru 10 Copy and trace consonants - m - s - t - p	Teacher-made work sheets -  (seperate sheets at first)	Check work sheets

READING

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.029	Students will identify common sounds.	Use records with sounds chil ren hear around their homes, in the street, etc. Have children identify them.
	1.030	Students will repeat a rhythm.	The teacher will clap or tap out a rhythm, then have the student repeat it.
	1.031	Students will classify sound	Use records again this time students tell you if the sou are heard in a house, in the street, etc.
	1.032	Students will identify shape	Using pictures of circulos, rectangulos, cuadros, triangulos - students will identify them. Play color and shape Bingo.
	1.033	Given a group of objects, the student will identify the biggest one.	Use objects of different sizes have the student identify - el mas grande.
	1.034	Given a group of objects, the student will identify the smallest one.	Using objects of different sizes, have the student identify - el mas pequeño.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
identify .	Use records with sounds children hear around their homes, in the street, etc. Have children identify them.	Peabody Kit Records with many different sounds	Observation
repeat a rhy-	The teacher will clap or tap out a rhythm, then have the student repeat it.		Observation
classify sound	Use records again this time have students tell you if the sounds are heard in a house, in the street, etc.		Observation
identify shape	Using pictures of circulos, rectangulos, cuadros, triangulos - students will identify them. Play color and shape Bingo.	Peabody Kit Pictures Color and Shape Bingo	Observation
of objects, th identify the	Use objects of different sizes have the student identify - el mas grande.		Observation
of objects, th identify the	Using objects of different sizes, have the student identify - el mas pequeño.		Observation

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
		Given a command, the student will demonstrate his understanding of the following concept by carrying out a given command: sobre - above de bajo de - below entre - between dentro - adentro - inside - within juntos - prendidos - together - attached aparte - apart enfrente de - in front of detras - behind alrededor - around al otro lado - across de bajo - abajo - beneath arriba - at the top encima de - top of al fondo - bottom of (mas) cerca - nearest afuera - outside dorocha - right izquierda - left	Take each concept separatel Discuss it. Go thru the motions with the children, sa what you are doing as you a doing it. Have the childre the concept individually. questions and answer games. teacher made work sheets fo each concept. Play games t reinforce each concept.
	1.036	The child will be able to demonstrate his ability to identify the parts of the body by pointing and naming the various parts of the body specified by the teacher.	Refer to Packet "Parts of t Refer to unit on "Self"
	1.037	The child will demonstrate his ability to identify the objects presented in the Peabody Kit by naming those objects correctly.	Using actual objects rather pictures, have the children something out of a "Mystery and say "Este es un ______

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
nd, the student ate his under- he following rrying out a s" above below between ntro - inside - ndidos - to ached apart - in front of behind around - across ajo - beneath at the top top of bottom of - nearest outside right left	Take each concept separately. Discuss it. Go thru the motions with the children, saying what you are doing as you are doing it. Have the children use the concept individually. Use questions and answer games. Use teacher made work sheets for each concept. Play games to reinforce each concept.	Games Vamos a jugar can la mano derecha Vivora de la mar A la derecha Vamos a bailar	Check work sheets
be able to s ability to arts of the body d naming the of the body he teacher.	Refer to Packet "Parts of the Body" Refer to unit on "Self"		
demonstrate his ntify the objects he Peabody Kit e objects	Using actual objects rather than pictures, have the children pick something out of a "Mystery Box" and say "Este es un ________"	Miniature replicas of cars, buildings, animals, etc. if available. Peabody Kit "Mystery Box"	Teacher observation

READING

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.038	The student will correctly identify eight colors; purple, red, blue, brown, black, yellow, orange and green.	Refer to Packet #_______Colo Refer to unit on "Colors"
	1.040	Given words or a picture of an object, the student will be able to match it to another that begins with the same sound.	Give words orally and have th child state which two begin w the same sound. Worksheets - with pictures to match with another that begin with the same sound.
	1.041.	The student will be able to do number sequence.	Refer to Number Packet Refer to unit on "Numbers"
	1.042	Given a variety of scrambled sentences the student will be able to sequence the word correctly.	Ex: Gato tengo yo un. Vives donde tu.
	1.043	Given a list of nonsense words the student will be able to repeat in a given sequence.	Ex: pato saso tato pan san dan

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill correctly t colors; blue, brown, , orange and	Refer to Packet #_______Colors. Refer to unit on "Colors"		
r a picture of e student will tch it to begins with the	Give words orally and have the child state which two begin with the same sound. Worksheets - with pictures to match with another that begins with the same sound.	Phonics Workbook Book A A Modern Linguistic Approach to Reading 1970 Modern Curriculum Press	Teacher observatior Worksheets
ill be able to uence.	Refer to Number Packet Refer to unit on "Numbers"		
ty of scrambled student will b nce the word	Ex: Gato tengo yo un. Vives donde tu.	Teacher-made worksheets	Teacher observation
of nonsense words ill be able to iven sequence.	Ex: pato saso tato pan san dan		Teacher observation

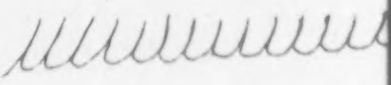
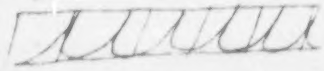
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.044	Given a list the student will be able to identify words that sound the same.	pata gata saco rata mata

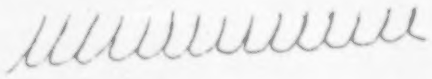
VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
he student o identify nd the same.	pata gata saco rata mata		Teacher observation

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach basic oral language skills in preparation for teaching basic reading and writing skills.	1.045	Using the units on colors, body parts, clothing etc, the students will be introduced to colors, body parts, clothing etc. to develop oral language skills.	Pre Reading Period Vocabulary Building activit
	1.046	The student will identify a missing object from a group of objects presented by the teacher or aide.	Missing objects game
	1.047	Given a group of objects, the student will locate two objects whose positions have been changed while the student's eyes are closed.	Place articles in sequence
	1.048	The student will demonstrate his ability to identify and construct circles and lines by drawing and naming circles and lines as the teacher instructs.	Writing readiness Roll a ball Recite rhyme Make circles in air Make circles on board Make circles on paper (lines paper with samples
			Read grass hopper story Imitate grasshopper Recite rhymes

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ts on colors, lothing etc, will be colors, body ng etc. to language	Pre Reading Period Vocabulary Building activities	Refer to Units on: Colors Body parts Clothing others	
ill identify ect from a cts presen- acher or aide.	Missing objects game	With objects or pictures: Take away one object while children have their eyes closed, they open their eyes and name missing object.	Teacher Aide observation
of objects, ill locate hose positions nged while eyes are	Place articles in sequence	Teacher changes location of two objects while children have their eyes closed. Teacher calls on a child to identify location of changed objects.	
ill demonstrate o identify circles and ing and s and lines as nstructs.	Writing readiness Roll a ball Recite rhyme Make circles in air Make circles on board Make circles on paper (lines paper with samples)	Rhyme: Rueda, rueda pelotita rueda, rueda sincesar. Que la nina, (el nino) va corriendo Y pronto te va a alcanzar. Cuento - El gallo y el chapulin	
	Read grass hopper story Imitate grasshopper Recite rhymes	Rhyme: Salta, salta, chapulin salta, salta, tigerito. Que te viene alcanzando Muy cerca aquel gollito.	

READING

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.049	The student will demonstrate his ability to form hopping strokes by writing on the chalkboard or on lined paper.	Form hopping strokes in ai Form hopping strokes on bo Form hopping strokes on li paper (with samples) 
	1.050	The student will demonstrate his ability to construct a swing stroke by writing on the chalkboard or on lined paper. 	Make circles and up and do lines on lined paper. Tell story about swing. Imitate motion of a swin Recite rhyme Make motions of a swing in the air on the board on lined paper (with samples)
	1.051	The student will demonstrate his ability to form arcs by writing on the chalkboard or on lined paper.	Tell jump rope story Jump the rope repeat rhyme Imitate jump (cursive ov stroke) with hands in th Draw arcs on lined paper with samples.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll demonstrate form hopping by chalkboard per.	Form hopping strokes in air Form hopping strokes on board Form hopping strokes on lined paper (with samples) 		
ll demonstrate construct a y writing on or on lined 	Make circles and up and down lines on lined paper. Tell story about swing. Imitate motion of a swing Recite rhyme Make motions of a swing in the air on the board on lined paper (with samples) 	"La niña en su columpio" Rhyme: El Columpio Como me gusta el columpio y mecerme siempre asi. Parece que voy volando Y estóy lejos de aqui.	
ll demonstrate form arcs by writing ard or on	Tell jump rope story Jump the rope repeat rhyme Imitate jump (cursive over-stroke) with hands in the air. Draw arcs on lined paper with samples.	Rhyme: Esta niña brinca de aqui para ellá, Esta niña brinca ce aqui para ellá. Mira como brinca. Mira como brinca. Que contenta esta.	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.052	The student will be presented with a review and reinforcement of preceeding activities.	Review and reinforce Games and rhymes Writing all strokes in air on board on paper Practice spacing strokes on board on paper Practice connecting strok (Hopping strokes) Concept development (vocabulary building) A vocabulary list of class terms is included in this to help theteacher, also t pand the students vocabula

AVIORAL BJECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
will be pre- a review and nt of preceed- ies.	Review and reinforce Games and rhymes Writing all strokes in air on board on paper Practice spacing strokes on board on paper Practice connecting strokes (Hopping strokes) Concept development (vocabulary building)		
	A vocabulary list of classroom terms is included in this unit to help theteacher, also to expand the students vocabulary.	Children should be encouraged to not only identify simple objects but also to describe them (shape, color, texture). They should notice similarities and differences, identify gender, number and location. Review objective #1.039 Encourage story telling, rhymes, and situational activities - eg. playing store, dress-up, house, etc.	

VOCABULARY LIST OF CLASSROOM TERMS

alfabeto	alphabet
apóstrofe	apostrophe
brocha	brush
el conserje	custodian
la maestra	teacher
el alumno	student
pupitre	desk
borrador	eraser
pizarra	chalkboard
la bandera	flag
un enchufe	electric outlet
discos	records
tocadiscos	record player
grabadora	tape recorder
micrófono	microphone
grapas	staples
grapadora	stapler
amolador - aguzador - afilador	sharpener
tiza	chalk
creyón	crayon
escritorio	desk
rollo de película	filmstrip
pegadura	glue
la silla	chair
canasta - cesto	wastebasket
aurífonos	earphones
grabación	recorded tape
cinta de grabar	tape for recording
cinta	tape
regla	ruler
reglones	lines on a paper
cepillo de dientes	toothbrush

pizarra	chalkboard
la bandera	flag
un enchufe	electric outlet
discos	records
tocadiscos	record player
grabadora	tape recorder
micrófono	microphone
grapas	staples
grapadora	stapler
amolador - aguzador - afilador	sharpener
tiza	chalk
creyón	crayon
escritorio	desk
rollo de película	filmstrip
pegadura	glue
la silla	chair
canasta - cesto	wastebasket
aurífonos	earphones
grabación	recorded tape
cinta de grabar	tape for recording
cinta	tape
regla	ruler
reglones	lines on a paper
cepillo de diente	toothbrush
desfile	parade
fila	line
pónganse en fila	line up
pónganse de pie	stand up
cuaderno	notebook

READING

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Introduction of Letters Phoneme-grapheme (sound-symbo relationships can be presente to children though many proce and techniques. Here el Metodo Onomatopeyico is used. Each letter is introduced as a sound with a st about the sound. The description for teaching each letter is presented separately, however the pacing and sequencing of teaching each letter is up to the teacher. Each child's proficiency and abili must be considered while making lesson plans. Here, the vowels are introduced first, along with a few single consanants los sonidos de "s", "d", "t", "m", etc. i order that students may be reading syllables, whole word and complete phrases as soon as possible. The presentation of the sound symbol relationship calls for the teaching of cursive handwriting, therefore cursive writing practice is part of the letter presentation. Los sonidos de los vocales

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Introduction of Letters Phoneme-grapheme (sound-symbol) relationships can be presented to children though many procedures and techniques. Here el Metodo Onomatopeyico is used. Each letter is introduced as a sound with a story about the sound. The description for teaching each letter is presented separately, however the pacing and sequencing of teaching each letter is up to the teacher. Each child's proficiency and ability must be considered while making lesson plans. Here, the vowels are introduced first, along with a few single consanants los sonidos de "s", "d", "t", "m", etc. in order that students may be reading syllables, whole words and complete phrases as soon as possible. The presentation of the sound-symbol relationship calls for the teaching of cursive handwriting, therefore cursive writing practice is part of the letter presentation. Los sonidos de los vocales	Puedo Leer by Charles H. Herbert, Jr. Anthony R. Sancho San Bernardino County Schools San Bernardino, California Con el Método Onomatopéyico no se debs decir el nombre de las letras - deben fonetizarse. Libro: Metodo Onomatopéyico Gregorio Torres Quintero	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the vowels.	2.053	The student will associate the /a/ sound with the symbol "a". The student will write a (minúscula manuscrita) A (mayúscula manusorita)	a - el sonido del muchacho espantado (Suggested) - 3 or 4 class periods Teacher or aide gives instructions on letter formation. Form letter in air - Form letter on board - Form letter on paper - (with samples) Vocabulary building activities Writing exercises: a a aaaa
	2.054	The student will associate the /e/ sound with the symbol "e". The student will write e y E.	e - el sonido del hombre que está sordo.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill associate with the sym-	a - el sonido del muchacho espantado (Suggested) - 3 or 4 class periods	Tell story Use pictures of familiar objects beginning with: (el sonido a)	Student's -pronunciation of each sound -ability to identify sounds in minúscula y mayúscula -ability to write sounds in minúscula y mayúscula -ability to shape, size and shape their writing -ability to recognize new sound in words after they have been introduced -ability to sound out new words containing new sounds.
ill write a manuscrita) a manusorita)		Ideal Initial Sounds in Spanish No. 2000 Ideal School Supply Co. Oak Lawn, Ill. 60453	
	Teacher or aide gives instructions on letter formation. Form letter in air - Form letter on board - Form letter on paper - (with samples). Vocabulary building activities Writing exercises: A a aaana	a - minúscula A - mayúscula A A A A A a a a a a a Linda Guest and Workbook Minúscula y Mayúscula	
ill associate with the			
ill write e y E.	e - el sonido del hombre que está sordo.	-3 or 4 class periods -Tell story Pictures of familiar objects, beginning with (el sonido "e"	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Teacher or Aide gives instruction on letter formation. eg. on board - la minúscula -Empieza abajo, subes, das la vuelta, y aquí terminas. -la E mayúscula -Empieza arriba, da la vuelt haz un gancho, ortra vuelta grande, baja, sube, y aquí termina. Form letter in air Form letter on board Form letter on paper (with samples) Vocabulary Building Activiti Writing exercises: e a eeeeeee E E E E
	2.055	The student will associate the /i/ sound with the symbol i. Write / ver.	- el sonido de el ratoncito cuando tiene su cola en la trampa.

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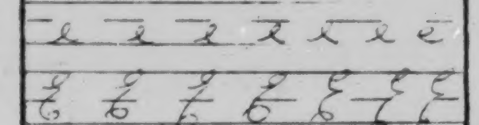
VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Teacher or Aide gives instruction on letter formation. eg. on board - la minúscula -Empieza abajo, subes, das la vuelta, y aquí terminas. -la E mayúscula -Empieza arriba, da la vuelta, haz un gancho, ortra vuelta grande, baja, sube, y aquí termina. Form letter in air Form letter on board Form letter on paper (with samples)	e - minúscula E - mayúscula 	
	Vocabulary Building Activities	Draw a picture of a house. Say Rhyme: En esta casita vive Doña Fe. Dibujas el humo y sale la "e".	
ll associate with the	Writing exercises: E E E E E e e eeeeeee r- el sonido de el ratoncito cuando tiene su cola en la trampa.	-4 or 5 class periods -Tell story -Pictures of objects beginning with - (el sonido "r") r - minúscula R -.mayúscula	

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READING

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Teacher or Aide gives instruc on letter formation. Form letter in air Form letter on board Form letter on paper (with samples) Vocabulary Building Activitie Writing exercises: i i iiiiii I I I I I I - el sonido del hombre a cab
	2.056	The student will associate the /o sound with the symbol o. Write o- y O.	Teacher or Aide gives instruc on letter formation Form letter in air Form letter on board Form letter on paper (with samples) Vocabulary Building Activitie Writing exercises:

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Teacher or Aide gives instructions on letter formation. Form letter in air Form letter on board Form letter on paper (with samples)	i i i i i i I I I I I I	
	Vocabulary Building Activities	Picture of a cat chasing a mouse. Children write iiiiii under it.	
	Writing exercises: i i iiiiii I I I I I I		
ll associate with the	- el sonido del hombre a caballo	-3 or 4 class periods -Tell story Pictures of familiar things beginning with (el sondo o)	
	Teacher or Aide gives instructions on letter formation Form letter in air Form letter on board Form letter on paper (with samples)	a - minúscula O - mayuscula a a a a a a a O O O O O	
	Vocabulary Building Activities	Picture of man on a horse Children write aaaaa under it.	
	Writing exercises:	minúscula y mayúscula	

READING

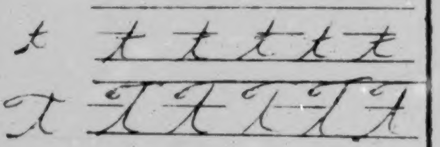
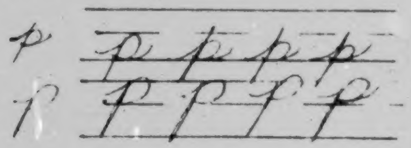
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	2.057	The student will associate the /u/ sound with the symbol "u". Write u y U.	u -el sonida del tren Teacher or Aide gives instr tions on letter formation. Form letter in air Form letter on board Form letter on paper (with samples) Vocabulary Building Activit Writing exercises: u U U U uuu Practice writing diptongos ai, ei, oi, ia, ie, io, au, eu, ue, iu, ui
To teach the consonant sounds.	2.058	The student will associate the /s/ and /z/ sound with symbol s. Write s y S. Combine the vowels and consonants learned con el sonido s.	Los sonidos de los consonan s - ese - el sonido de la serpiente

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll associate with the symbo	u -el sonida del tren Teacher or Aide gives instructions on letter formation. Form letter in air Form letter on board Form letter on paper (with samples) Vocabulary Building Activities Writing exercises: u U U U uuuuu	-4 or 5 class periods -Tell story about train -Pictures of familar objects beginning with (el sonido "u") u -minúscula U -mayúscula u -u u u u u U -U-U-U-U Picture of a train - children write uuuuuuu under it. Minúscula y Mayúscula	
	Practice writing diptongos ai, ei, oi, ia, ie, io, au, eu, ue, iu, ui	Work-sheets	
ll associate sound with		Ideal Initial Sounds in Spanish No. 2000.	
	Los sonidos de los consonantes	San Bernadino - I Can Read Puedo Leer Charts	
wels and con- d o s.		-4 or 5 class periods	
	s- ese - el sonido de la serpiente	-Tell snake story -Pictures of familiar objects objects beginning with	

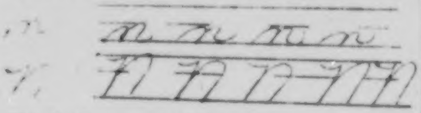
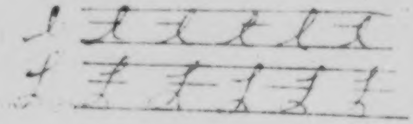
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Teacher or Aide gives instru tions on letter formation Form letter in air Form letter on board Form letter on paper (with samples)
	2.059	The students will demonstrate their ability to remember the order of three leters.	Vocabulary Building Activiti Writing exercises: ssssssss Reading exercises:
	2.060	The student will associate the /d/ and /th/ sound with the symbol "d".	d - de el sonido como en dad
		The student will write d y D.	Teacher or Aide gives instru tion on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples)
		The student will combine the vowel and consonant sounds learned with el sonido d.	Vocabulary Building Activiti Writing exercises: ddddddd

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Teacher or Aide gives instructions on letter formation Form letter in air Form letter on board Form letter on paper (with samples)	(el sonido "s") s s s s s S S S S S S	
will demonstrate y to remember three leters.	Vocabulary Building Activities Writing exercises: ssssssss Reading exercises:	Teacher made work sheets copy words: oso ese esa	
will associate /th/ sound with d".	d - de el sonido como en dados	-4 or 5 class periods suggested -Tell story	
will write d	Teacher or Aide gives instruction on letter formation	-Pictures beginning con el sonido "d".	
will combine d consonant ed with el	Form letter in the air Form letter on the board Form letter on paper (with samples)	d d d d d d d D D D D D D	
	Vocabulary Building Activities Writing exercises: ddddddd	Copy words from San Bernadino Charts Teacher made work sheets.	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Reading exercises: (what they write)
	2.061	The student will associate the /t/ sound with the symbol "t". Write t y T. Combine the vowel and consonant sounds learned con el sonido "t".	t - te - el sonido del ruido del reloj Teacher or Aide gives instr tions on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples) Teacher or Aide will copy words, put them on board or paper. Children will copy them.
	2.062	The student will associate the /p/ sound with the symbol "p". Write p y . P Combine the vowel and consonant sounds learned with el sonido p.	p - pe - el sonido del esta del cañon Teacher or Aide gives instr tion on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples)

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Reading exercises: (what they write)		
ill associate with the sym-	t - te - el sonido del ruido del reloj	-3 or 4 class periods suggested Tell story -Pictures beginning con el sonido "t".	
owel and con- learned con el	Teacher or Aide gives instructions on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples)		
	Teacher or Aide will copy words, put them on board or paper. Children will copy them.	San Bernadino Charts	
ill associate with the sym- p	p - pe - el sonido del estampido del cañon	-2 or 3 class periods suggested -Tell story	
owel and con- learned with	Teacher or Aide gives instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples)	-Pictures with the beginning sonido p. Teacher made work sheets 	

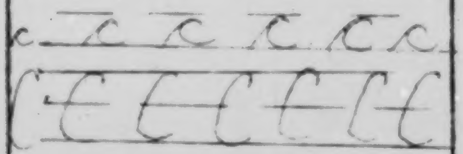
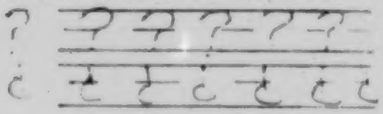
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Writing exercises: Tracing Practice reading and writing new words from charts
	2.063	The student will associate the /n/ sound with the symbol n. Write n y N. Combine the vowel and consonant sounds learned with el sonido n.	n - ene - el zumbido de la campana. Teacher or Aide gives instruc tion on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples) Writing exercises: Tracing Practice new words
	2.064	The student will associate the /l/ sound with the symbol "l." Write l y L. Combine the vowel and consonant sounds learned with el sonido l.	l - ele - el sonido de lengüetada del perro. Teacher or Aide gives instruc tion on letter formation Form letter in the air

VIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Writing exercises:	Mi libro Magico	
	Tracing		
	Practice reading and writing new words from charts	Charts -	
ll associate with the sym-	n - ene - el zumbido de la campana.	-4 or 5 class periods suggested -Tell story	
wel and con- learned with	Teacher or Aide gives instruction on letter formation	-Use pictures with n beginning sounds.	
	Form letter in the air Form letter on the board Form letter on paper (with samples)	Teacher made work sheets 	
	Writing exercises:	Mi libro magico	
	Tracing		
	Practice new words	Charts	
ll associate with the sym-	l - ele - el sonido de lengüetada del perro.	-2 or 3 class periods suggested -Tell story -Pictures beginning con el sonido de l.	
wel and con- learned with	Teacher or Aide gives instruction on letter formation		
	Form letter in the air		

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Form letter on the board Form letter on paper (with samples) Vocabulary Building Activitie Writing and reading exercises Words and sentences to copy
	2.065	The student will associate the /m/ sound with the symbol "m". Write m Combine the vowel and consonant sounds learned with el sonido	m - eme - el mugido de la vaca Teacher or Aide gives instruc tion on letter formation Form letter in the air Form letter on the board Form letter on the paper (with samples) Combine with vowel and conson ant sounds learned. Make words Write and read them.
	2.066	The student will associate the /k/ sound with the symbol "c".	c - ce - el sonido del carcareo de la gallina - (hard sound)

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Form letter on the board Form letter on paper (with samples)		
	Vocabulary Building Activities	Introduce: Juego de las letras	
	Writing and reading exercises		
	Words and sentences to copy		
ll associate with the sym-	m - eme - el mugido de la vaca	-3 or 4 class periods suggested	
		-Tell story	
vel and con- learned with	Teacher or Aide gives instruction on letter formation	-Show familiar pictures beginning con el sonido m.	
	Form letter in the air Form letter on the board Form letter on the paper (with samples)	m m m m m M M M M	
	Combine with vowel and consonant sounds learned.	Charts	
	Make words		
	Write and read them.	Play: Bingo - using all sounds learned.	
		-3 or 4 class periods suggested	
ll associate with the sym-	c - ce - el sonido del carcareo de la gallina - (hard sound)		

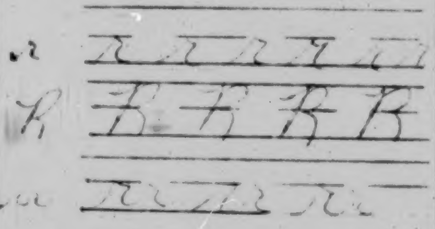
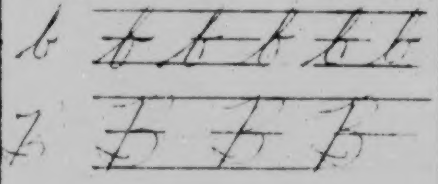
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
		Write c y C. Combine vowel and consonant sounds learned with el sonido c .	Antes de los vocales-a - o - u unicamente Teacher or Aide will give instructions on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples) Writing and reading exercises
	2.067	The student will form and use question marks.	-Question Marks Teacher or Aide will give instructions on question mark formation Give instructions on how to use before a sentence asking a question. Practice writing them alone, then use in sentences
	2.068	The student will associate the /k/ sound with the symbol q (which is always followed by "u", the u is silent) Write qu y Q.. .	q - cu - el sonido como el cucu de la paloma

HAVIORAL BJECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
l and consonant ed with el	Antes de los vocales a - o - u unicamente Teacher or Aide will give instructions on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples) Writing and reading exercises	-Tell story -Use pictures showing beginning sonido of the hard "c"  Mi libro Mágico Charts	
will form and marks.	-Question Marks Teacher or Aide will give instructions on question mark formation Give instructions on how to use before a sentence asking a question. Practice writing them alone, then use in sentences	Teacher-made work sheets  ¿Es tu mesa? ¿Es esta mi sopa?	
will associate d with the sym- is always followed u is silent) q...	c - cu - el sonido como el cucu de la paloma	-3 or 4 class periods -Tell story -Use pictures showing el sonido de quí y que. The "u" is not heard, but the i and e are pronounced qui.	

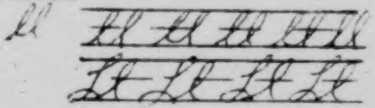
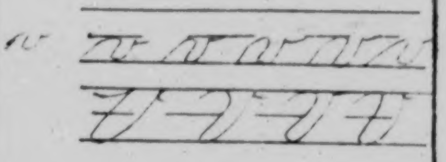
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
		Combine vowel and consonant sounds learned with el sonido "ju".	Teacher or Aide will give in struction on formation of le Form letter in the air Form letter on the board Form letter on paper (with samples) Tracing and writing exercise Reading and writing exercise
	2.069	The student will associate the /r/ sound with the symbol "r". Write r y R.	r - ere - el sonido que hace el tractor (soft sound between vowel
		Combine vowel and consonant sounds learned with el sonido r .	Teacher or Aide will give instruction on formation of letters Form letter in the air Form letter on the board Form letter on paper (with samples) Practice writing words using soft r. Read and write words and sentences
	2.070	The student will associate the /rr/ sound with the symbol "r" in initial position before consonants, after	r - el sonido del tractor rr - erre - el sonido como el carro

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
and consonant with el son-	Teacher or Aide will give instruction on formation of letters Form letter in the air Form letter on the board Form letter on paper (with samples)	qu qu qu qu Qu Qu Qu Qu Queso Quince	
	Tracing and writing exercises	Mi Libro Mágico	
	Reading and writing exercises	Charts	
ll associate with the symbol	r - ere - el sonido que hace el tractor (soft sound between vowels)	-2 or 3 class periods Tell story -Use pictures using beginning sounds of r - (soft sound) eg. pera, toro, oro	
and consonant with el	Teacher or Aide will give instruction on formation of letters Form letter in the air Form letter on the board Form letter on paper (with samples)	Teacher made dittos - r r r r r r r R R R R R R	
	Practice writing words using soft r.	pera toro oro	
	Read and write words and sentences	Charts	
l! associate with the initial positio nts, after	r - el sonido del tractor rr- erre - el sonido como el carro	-4 or 5 class periods suggested -Tell story	

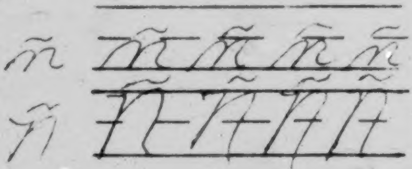
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
		consonants and as "rr".	
		Write y .	
		Combine "r" and "rr" with vowel and consonant sounds previously learned.	Teacher or Aide will give instruction on formation o letters Form letter in the air Form letter on the board Form letter on paper (with samples) Writing exercises: Letters and words
	2.071	The student will associate the /b/ sound with the symbol "b".	b - be - el sonido del balido del corderito
		Write b y B.	
		Combine vowel and consonant sounds learned with el sonido b.	Teacher or Aide will give instruction on formation o letters Form letter in the air Form letter on the board Form letter on paper (with samples) Reading and writing exercis

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
nd as "rr".		-Use pictures with the hard sound of r and rr eg. rosa - rio - carro	
and "r" with nsonant sounds earned.	Teacher or Aide will give instruction on formation of letters Form letter in the air Form letter on the board Form letter on paper (with samples) Writing exercises: Letters and words	 rosa Rosa Rio	
will associate d with the sym-	b - be - el sonido del bálido del corderito	-3 or 4 class periods suggested -Tell story -Use pictures with beginning sound of b.	
l and consonant ed with el	Teacher or Aide will give instruction on formation of letters Form letter in the air Form letter on the board Form letter on paper (with samples) Reading and writing exercises	Teacher-made sheets letters - words - sentences  barco blanco Mi barco es blanco	

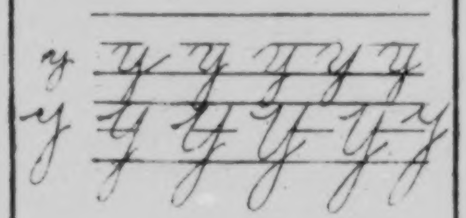
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	2.072	The student will associate the /y/ sound with the symbo 11. Write ll y Ll. Combine vowel and consonant sounds previously learned with ll.	ll - elle - el sonido de el chillido de la sierra Teacher or Aide will give instruction on letter formation Form letter in the air Form letter on the boar Form letter on paper Practice writing letters - words - sentences Songs -
	2.073	The student will associate the /b/ sound with the symbol v. Write v y V. Combine vowel and consonant sounds previously learned with v .	v - ve - el sonido de "ve de vaca" Teacher or Aide will give instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples)

AVIORAL BJECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
will associate d with the symbo . l and consonant ously learned	ll- elle - el sonido de el chillido de la sierra Teacher or Aide will give instruction on letter formation Form letter in the air Form letter on the board Form letter on paper Practice writing letters - words - sentences Songs -	-2 or 3 class periods -Tell story -Use pictures have the sound ll. eg. pollito - gallina - lluvia  pollito gallina Los pollitos dicen pio pio "Los Pollitos" "Los Gatitos de la llivia"	
will associate l with the l and consonant ously learned	v - ve - el sonido de "ve de vaca" Teacher or Aide will give instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples)	-2 or 3 class periods -Tell story -Use pictures with beginning sound v. Teacher-made sheets 	

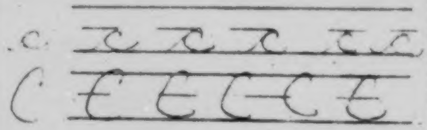
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			writing practice Reading and writing words and sentences
	2.074	The student will associate the /ny/ sound with the symbol n. Write ñ. Combine vowel and consonant sounds previously learned with ñ.	ñ - eñe - el llanto de el niño gruñón
			Teacher or Aide gives instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples) Practice writing letters - words Read and write sentences
	2.075	The student will associate the /y/ or /i/ sound with the symbol y. Write y y Y. Combine vowel and consonant sounds previously learned with y.	Y - y griega - el sonido del buey Alone or final sound /i/

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	writing practice	Charts	
	Reading and writing words and sentences		
ill associate d with the and consonant usly learned	ñ - eñe - el llanto de el niño gruñón	-2 or 3 class periods suggested -Tell story -Use pictures of objects with ñ sound eg. mono - año - pestaña - sueño - cumpleanos Teacher-made sheets	
	Teacher or Aide gives instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples)		
	Practice writing letters - words	año mono	
	Read and write sentences	Charts	
ill associate / sound with and consonant sly learned	y - y griega - el sonido del buey Alone or final sound /i/	-2 or 3 class periods suggested -Tell story -Use pictures con el sonido de eg. yoyo - yerba Alone or final sound eg. y - hoy	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Teacher or Aide gives instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples) Practice writing letters and words Practice reading and writing words and sentences from charts
	2.076	The student will associate /s/ - /j/ - /ks/ sound with the symbol x. Write x y X. Combine vowel and consonant sounds previously learned with x .	- equis - el sonido como en xilófono
	2.077	The students will correctly identify and pair the sounds of ge and gi to pictures containing the same sounds. ge as in gente gi as in girafe	The teacher vocalizes the sounds, having the student repeat the sounds. The teacher may write the sounds on the chalkboard while having the students repeat the sounds.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Teacher or Aide gives instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples)		
	Practice writing letters and words		
	Practice reading and writing words and sentences from charts	Charts	
ll associate s/ sound with	- equis - el sonido como en xilófono	-1 or 2 class periods suggested -Tell story -Pictures with different sounds of x . eg. "x" as "j" - México and Oaxaca "x" as "ks" - when not in initial position examen and excelente "x" as "s" - when it is in initial position Xachimilco	
and consonant sly learned			
ll correctly ir the sounds o pictures con- ne sounds. e fe	The teacher vocalizes the sounds, having the student repeat the sounds. The teacher may write the sounds on the chalkboard while having the students repeat the sounds.	Teacher-made flashboards Book: Mi Cuaderno de Actividades pp. 123-125	Work sheets from Mi Cuaderno de Actividades or teacher-made work sheets

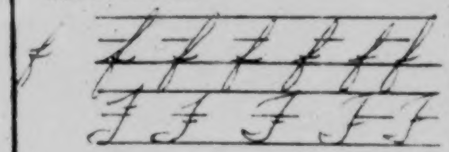
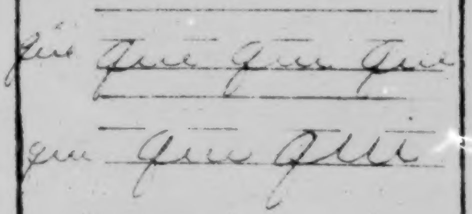
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Flashboard containing the sound of ge and gi as well as pictures of objects containing these sounds may be helpful.
	2.078	The student will associate the /s/ sound with the symbol c and review the /k/ sound. Write c y C. Combine vowel and consonant sounds previously learned with c.	c - ce - el sonido del sonido de la s - como el serpiente Antes de e j i Review El sonido de /k/ antes de a - o - y - u Teacher or Aide will review instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples) She will also explain diffe ent sounds - Practice writing letters an words
	2.079	The student will associate the /ch/ sound with the symbol ch. Write ch y Ch.	ch - che - el sonido de el chapaleo delaqua

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Flashboard containing the sound of **ge** and gi as well as pictures of objects containing these sounds may be helpful.	Instituto Nacional de Investigacion Educativa México, D.F. 1971	
ill associate with the review the /k/	c - ce - el sonido del sonido de la s - como el serpiente Antes de e j i	-3 or 4 class periods suggested -Tell story	
	Review El sonido de /k/ antes de	-Pictures - with sounds: "c" como - "k" cama, oara	
and consonant usly learned	a - o - y - u	Work sheets	
	Teacher or Aide will review instruction on letter formation		
	Form letter in the air Form letter on the board Form letter on paper (with samples)	cinco cena	
	She will also explain different sounds -	cama cara	
	Practice writing letters and words		
will associate nd with the	ch - che - el sonido de el chapaleo delaqua	-2 or 3 class periods suggested -Tell story -Pictures with ch sound eg. leche, cachucha, muchacha	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
		Combine vowel and consonant sounds previously learned with ch .	Teacher or Aide gives instru tion on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples) Practice writing sentences by labeling pictures
	2.080	The student will associate the /h/ sound with the symbol j. Write j y J.	j - jota - el sonido de el resuello del caminante
		Combine vowel and consonant sounds previously learned with j .	Teacher or Aide will give instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples) Writing exercises Reading and writing exercise
	2.081	The student will associate the /f/ sound with the symbol f.	f - efe - el sonido de el resoplido del gato

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
l and consonant usly learned .		Label pictures eg. La Muchach bebe leche. La cachucha es blanca.	
	Teacher or Aide gives instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples) Practice writing sentences by labeling pictures	c ch ch ch C Ch Ch Ch	
will associate d with the J.	j - jota - el sonido de el resuello del caminante	-1 or 2 class periods suggested -Read story -Pictures with sonido j .	
l and consonant usly learned	Teacher or Aide will give instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples) Writing exercises Reading and writing exercises	Work sheets j j j j j j J J J J J J J Charts	
ill associate with the	f - efe - el sonido de el resoplido del gato	-2 or 3 class periods suggested -Read story	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
		Write f y F. Combine vowel and consonant sounds previously learned with f.	Teacher or Aide will give instruction on letter forma ion Form letter in the air Form letter on the board Form letter on paper (with samples) Writing exercises: Reading and writing exercis
	2.082	The students will correctly identify and pair the sounds of gue and gui to pictures containing the same sounds. gue as in guerra gui as in guitarra Write gue y gui Combine vowel consonant sounds previously learned with gue y gui.	The teacher explains that i order to keep the "g" sound as in gato and gu sano, whe "g" comes before e and i, t u must be included in the graphs "gue" and "gui". The teacher presents these sounds on flashboard contai ing pictures of words which have these sounds. The student is then able to associate the sound with th picture.
	2.083	The student will associate the silent /h/ sound with symbol "h". Write h y H. Combine vowel and consonant sounds previously learned with h .	The teacher may explain to the children that the "h" is silent (hache muda) and write words such as hilo - hormiga - hijo etc. on the chalkboard.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
and consonant sly learned	Teacher or Aide will give instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples) Writing exercises: Reading and writing exercises	-Pictures with sonido de h Work sheets  Charts	
ill correctly air the sounds to pictures same sounds. erra itarra	The teacher explains that in order to keep the "g" sound as in gato and gusano, when "g" comes before e and i, the u must be included in the graphs "gue" and "gui".	Pictorial flashcards (teacher-made) 	Worksheets taken fro Mi Cuaderno de Actividades may be used. Teacher- made worksheets or flashcards may also be used.
consonant sly learned .	The teacher presents these sounds on flashboard containing pictures of words which have these sounds. The student is then able to associate the sound with the picture.		
ll associate sound with	The teacher may explain to the children that the "h" is silent (hache muda) and write words such as hilo - hormiga - hijo etc. on the chalkboard.	Students may complete work sheets 117-118 taken from Mi Cuaderno de Actividades A teacher-made work sheet may be used.	
and consonant sly learned			

READING

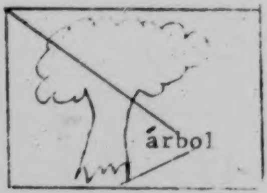
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			The following jingle may also be used: Las hormigas comen hierbas Les gusten mucho las hojas Habitan en hoyos harmanae.
	2.084	The student will associate the /s/ sound with the symbol z. Write z y Z. Combine vowel and consonant sounds previously learned with z.	z - zeta - como el sonido de s o la serpiente
			Teacher or Aide gives instruction on letter formatio Form letter in the air Form letter on the board Form letter on paper (with samples) Practice writing by labeling pictures Writing letters Reading and writing activiti
	2.085	The student will associate /k/ /w/ sounds with symbols k and w. Write k y K. w y W.	k - ka - como el sonido de kilo w- dobleu (no hay palabra con "n" en español)

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	The following jingle may also be used: Las hormigas comen hierbas Les gusten mucho las hojas Habitan en hoyos harmanae.	h hhhhhh H HHHHHH	
ll associate with the symbo	z - zeta - como el sonido de s o la serpiente	-2 or 3 class periods suggested -Tell story -Use pictures having el sonido de z.	
and consonant sly learned		-Label pictures Work sheets	
	Teacher or Aide gives instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples)	z zzzzzzz Z ZZZZZ z zzzzz	
	Practice writing by labeling pictures		
	Writing letters		
	Reading and writing activities	Charts	
l associate with symbols	k - ka - como el sonido de kilo w - dobleu (no hay palabra con "n" en español)	-1 or 2 class periods suggested Work sheets	

READING

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
		Combine vowel and consonant sounds previously learned with k y w.	Teacher or Aide gives instruction on letter formati Form letter in the air Form letter on the board Form letter on paper (with samples) She also explains that i not used in Spanish except in words taken from other languages; is used in terms taken from languages of Northern Europe.
To teach the clusters güe and güi.	3.086	The student will be able to associate the /güi/ and /güe/ sounds with the symbols "güi" and "güe." Write güi y güe. Combine vowel and consonant sounds previously learned with güi y güe.	Teacher presents a picture of a penguin and starts a conversation about where it is found, its description a its Spanish name - pingüino Teacher may present other w containing the same sound. eg. güero, yegüita, egüita. The teacher may explain tha when the "u" has two small dots over it the cluster güe and güi obtain the soun of gwi and gwe.
To teach final sounds.	3.087	The students will reproduce orally and identify vowel-consonant combination ending position of those words dictated by the teacher. (eg. árbol)	Recite the following list o words, having the students reproduce these orally: árbol balcón azúcar pared

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
and consonant usly learned	Teacher or Aide gives instruction on letter formation Form letter in the air Form letter on the board Form letter on paper (with samples) She also explains that is not used in Spanish except in words taken from other languages; is used in terms taken from languages of Northern Europe.	k k k k k k k K K K K K K Charts w w w w w w W W W W W W	
ill be able to /güi/ and with the sym- d "güe." and consonant usly learned güi.	Teacher presents a picture of a penguin and starts a conversation about where it is found, its description and its Spanish name - pingüino Teacher may present other words containing the same sound. eg. güero, yegüita, egüita. The teacher may explain that when the "u" has two small dots over it the cluster güe and güi obtain the sound of gwi and gwe.	Work sheets from Mi Cuaderno de Actividades, Mi Primera Fonética Dorothy Sword Bishop, National Textbook Co. 1971 güi güi güi güe güe güe	Work sheets from either book mentioned here or teacher-made work sheets may be used.
will reproduce lentify vowel- bination ending those words he teacher.	Recite the following list of words, having the students reproduce these orally: árbol balcón azúcar pared	Work sheets Puzzle cards	Orally, the teacher will recite vowel-consonant ending words, the student will reproduce, orally the vowel

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			azúl reloj lápiz color salud mitad verdad usted Present the above words on work sheets and have the students circle the vowel--consonant ending combination Puzzle cards: The student can match the puzzle parts containing a picture of the object with part of the word to its matching puzzle part containing the vowel-consonant ending words. eg. 
To teach syllabication.	3.088	The student will divide a given group of words into syllables, applying the rules for syllabication.	The student will divide the following words into syllab a-la bar-co i-mán va-ca lu-na fal-da ma-má gue-so sa-la lla-ve

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	azúl reloj lápiz color salud mitad verdad usted Present the above words on work sheets and have the students circle the vowel-consonant ending combinations. Puzzle cards: The student can match the puzzle parts containing a picture of the object with part of the word to its matching puzzle part containing the vowel-consonant ending words. eg.		consonant ending onl eg. Teacher says the word árbol, the stuc gives the vowel-consonant ending combination ol.
ll divide a words into lying the abication.	The student will divide the following words into syllables a-la bar-co i-mán va-ca lu-na fal-da ma-má gue-so sa-la lla-ve	Rules for syllabication are as follows: 1. Spanish words end with a vowel whenever possible. 2. A single consonant is always pronounced with the following vowel.	Teacher made post-test or teacher obse vation.

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			es-tu-fa yo-yo e-so ga-to ni-do chi-vo ta-za za-pa-to pa-pá hi-lo
To teach accentuation	3.089	The student will prounce correctly, accentuated one, two and three syllable words	The teacher introduces the rules for syllable stress and accentuation. 1. Words ending in a consonant with the exception of "n" or " are stressed on the last syllable eg. caracol - usted. 2. Words ending in "n" o "s": Stress is one t next-to-the-last syll eg. bailan - tenemos.

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VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	es-tu-fa yo-yo e-so ga-to ni-do chi-vo ta-za za-pa-to pa-pá hi-lo	3. When a word begins with a vowel, the vowel usually stands alone 4. The rr and ll are never seperated eg. llo-ro - bu-rro. 5. Two consonants of which the second is l or r are not usually seperated eg. re-cla-ma - bra-ma 6. When a word containing consonant clusters is divided into syllables, the division usually comes between the consonants with the exception of the above rule. eg. bal-cón - gar-gan-ta.	
ll prounce entuated one, syllable words	The teacher introduces the rules for syllable stress and accentuation. 1. Words ending in a consonant with the exception of "n" or "s" are stressed on the last syllable eg. caracol - usted. 2. Words ending in "n" or "s": stress is one the next-to-the-last syllable eg. ballan - tenemos.	Word lists for use by the teacher in presenting accentuated words.	

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EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			The teacher introduces a consonant blend in the sam way as a single sound. Each sound in the blend is pronounced separately. Then the sounds are repeat several times, each time m rapidly until the blend appears. At this time, the followin consonant blends may be taught:
	3.090	The student will associate each consonant blend sound with the symbol cluster eg. /br/ sound with br symbol cluster. Combine vowel and consonant sounds previously learned with symbol clusters.	br - bl - cr - cl - dr - fl - fr - gl - gr - pl - pr - tl - tr. The introduction of books left up to the Teacher or Aide. Since the availabil of books varies from schoo to school and the student ability to use them, Teach and Aides should use cauti in making the transition

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	The teacher introduces a consonant blend in the same way as a single sound. Each sound in the blend is pronounced separately. Then the sounds are repeated several times, each time more rapidly until the blend appears.	Puedo Leer San Bernardino County Schools San Bernardino, California	
	At this time, the following consonant blends may be taught:	Teacher-made work sheets	
vill associate nt blend sound bol cluster nd with br sym- and consonant usly learned lusters.	br - bl - cr - cl - dr fl - fr - gl - gr - pl - pr - tl - tr.	Mis Primeras Letras Carmen G. Basturo pp. 51-60	
	The introduction of books is left up to the Teacher or Aide. Since the availability of books varies from school to school and the students ability to use them, Teachers and Aides should use caution in making the transition.		

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			3. Words ending in a vowel: Stress is on the next-to-the-last syllable eg. araña 4. A written accent mark is required when any of the above rules ar deviated from eg. árbol - ángel - tapón - lápiz - pájaro - jámas. 5. Accent marks may disolve diphthongs in such words as río if stress is on the weak vowel. 6. When a syllable conta ing a diphthong is to be stressed without d solving the diphthong the accent is placed over the strong vowel eg. nación - también - adiós. 7. When such words as "que", "cuando", "com etc. are used in an interrogative sentenc an accent mark is required eg. ¿qué? ¿cómo. ¿cuándo?

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	3. Words ending in a vowel: Stress is on the next-to-the-last syllable eg. araña 4. A written accent mark is required when any of the above rules are deviated from eg. árbol - ángel - tapón - lápiz - pájaro - jámas. 5. Accent marks may dissolve diphthongs in such words as río if stress is on the weak vowel. 6. When a syllable containing a diphthong is to be stressed without dissolving the diphthong, the accent is placed over the strong vowel eg. nación - también - adiós. 7. When such words as "que", "cuando", "como" etc. are used in an interrogative sentence an accent mark is required eg. ¿qué? ¿cómo? ¿cuándo?		

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			from the initial reading stage to the use of readers. By the time all the alphabet sounds have been presented, students should be reading simple books at their ability level. The students may indicate when they are ready to move into books when they show the desire and ability to use the Spanish books displayed in the classroom. Suggested Instructor References: Spanish Grammer Spanish Pronunciation Textbooks Psychomotor Skills

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	from the initial reading stage to the use of readers. By the time all the alphabet sounds have been presented, students should be reading simple books at their ability level. The students may indicate when they are ready to move into books when they show the desire and ability to use the Spanish books displayed in the classroom. Suggested Instructor References: Spanish Grammer Spanish Pronunciation Textbooks Psychomotor Skills		

SUGGESTED INSTRUCTOR REFERENCES

SPANISH PRONUNCIATION

There are twenty-nine letters in the Spanish alphabet. The letters are like the English alphabet--from A to Z, except that there is no W (doesn't appear in Spanish words). Ch, ll, ñ, and rr are added to the alphabet, and are considered as separate, single letters.

Listed below are the twenty-nine letters and Spanish pronunciation, with examples.

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LETTER	PRONUNCIATION	EXAMPLES
a	ah	Like a in father: masa, casa
b	be - beh, not bay	When it is the first letter of a word, or comes after m or n, like b in boat: basta, banco. Between two vowels, after a vowel, and before l or r, like v in vote: abajo, hablar, saber. Usually it is silent before s and consonants: obscuro--pronounced oscuro.
c	ce - ceh, not say	Like c in English center: cona, centavo. Before a, o, u, like c in cat: cama, como, cuchara.
ch	che - cheh, not chay	Like ch in church: escuchar, muchacho.
d	de - deh, not day	Like d in din: diente, dar. Between two vowels, after a vowel, before r and the final letter in a word, like th in them: lado, padre, verdad.
e	eh	Like e in let: beso, menos.
f	efe - eh-feh	Like f in four: felíz, flor.
g	ge - heh	Before e or i, like h in hold: gente, giro. Before a, o, u or a consonant, like g in Gone: ganar, gordo, gusto, grande.
h	hache - ah-cheh	The h is always silent: hablar (ablar), hacer (acer).
i	ee - like English ee	Like i in machine: lista, fin. Before and after a vowel, like y in year: miedo, veinte.
j	jota - ho-ta	Like h in hold: José, jugar.
(k)	ka - kah	Like k in kill: kilómetro. K does not appear in Spanish words
l	ele - eh-leh	Like l in last: las, lápiz.
ll	elle - eh-yeh	Like y in yellow: llamar, llorar.

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examples.

LETTER	PRONUNCIATION	EXAMPLES
a	ah	Like a in father: masa, casa
b	be - beh, not bay	When it is the first letter of a word, or comes after m or n, like b in boat: basta, banco. Between two vowels, after a vowel, and before l or r, like v in vote: abajo, hablar, saber. Usually it is silent before s and consonants: obscuro--pronounced oscuro.
c	ce - ceh, not say	Like c in English center: cona, centavo. Before a, o, u, like c in cat: cama, como, cuchara.
ch	che - cheh, not chay	Like ch in church: escuchar, muchacho.
d	de - deh, not day	Like d in din: diente, dar. Between two vowels, after a vowel, before r and the final letter in a word, like th in them: lado, padre, verdad.
e	eh	Like e in let: beso, menos.
f	efe - eh-feh	Like f in four: felíz, flor.
g	ge - heh	Before e or i, like h in hold: gente, giro. Before a, o, u or a consonant, like g in Gone: ganar, gordo, gusto, grande.
h	hache - ah-cheh	The h is always silent: hablar (ablar), hacer (acer).
i	ee - like English ee	Like i in machine: lista, fin. Before and after a vowel, like y in year: miedo, veinte.
j	jota - ho-ta	Like h in hold: José, jugar.
(k)	ka - kah	Like k in kill: kilómetro. K does not appear in Spanish words
l	ele - eh-leh	Like l in last: las, lápiz.
ll	elle - eh-yeh	Like y in yellow: llamar, llorar.
m	eme - eh-meh	Like m in met: mano, mañana.
n	ene - eh-neh	Like n in nap: nada, padar. Before v, like m: invierno, invirtar. Before c and g, like n in sink:
ñ	eñe - eh-yeh	Like ny in canyon.

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o	o - oh	Like o in old: nota, boca.
p	pe - peh	Like p in pet: pan, pata. The p is silent in some words, such as septiembre, séptimo.
q	cu - coo	Like c in cat: q is always followed by u and the u is silent: que (pronounced keh), quemar (pronounced keh-mar).
r	ere - eh-reh	When it begins the word, and after l, n, or s, trilled like rr: rosa, alrededor, honra. At other times, it has a slight trill: llamar, largo.
rr	erre - eh-rreh	Strongly trilled: pero, tierra.
s	ese - eh-seh, not ay-say	Like s in said: saco, silla.
t	te - teh	Like t in time: tener, pata, tomar.
u	u - oo	Like u in rude: mundo, luna, dulce. Before or after another vowel, like English w: fuente, deuda.
v	ve - beh (a soft b)	Soft b: vamos, vaca.
x	equis - eh-kis	Before a consonant, like s in said: explicar, extrano. Between two vowels, like gs, exacto, examine.
y	ye - yeh	Like y in yellow: vaya, leyendo. Alone or final, like ee: y, hoy.
z	zeta - seh-ta	Like c in center: zapáto.

Colorado State Board of Education, Spanish Guide for School Personnel, Migrant Education Program, Denver, Colorado.

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SUGGESTED INSTRUCTOR REFERENCES

SPANISH GRAMMAR

VOWELS The vowels are a, e, i, o, u and sometimes y. I, y, and u are weak vowels, a, e, o are strong ones.

They are pronounced:

a - ah
e - eh
i - ee
o - oh
u - oo

SYLLABLES 1. There are as many syllables as there are vowels and diphthongs in a word: a-ma-ri-llo (yellow)

2. A single consonant, or ch, ll, or rr, between two vowels begins a syllable:

pe-re-zo-so (lazy) -- single consonant
si-lla (chair) -- ll between two vowels
pi-za-rra (blackboard) -- rr between two vowels
mu-cha-cho (boy) -- ch between two vowels

3. Two consonants are divided, one remaining and one going with the following syllable:

en-ten-der (to understand)

4. A consonant plus l or r is inseparable (except rl, sl, tl, sr): de tras (behind)

5. When there are three or more consonants, only the last or an inseparable combination begins a syllable:

sem-brar (to plant)

6. Prefixes are kept intact, regardless of the usual rules: des-a-pa-re-cer (disappear)

STRESS - ACCENTS 1. I (y used as vowel) and u are weak vowels; a, e, and o are strong vowels. A diphthong is a combination of 1) a strong and weak vowel, or 2 weak vowels. They form one syllable, which is a combination of the individual sounds. In a diphthong, the strong vowel, regardless of position, or the second of two weak vowels gets the stress.

2. A word that ends in a vowel or n or s stresses the next to the last syllable:

americano (American)
joven (youth)
cosas (things)

3. A word that ends in a consonant (except n or s) stresses the last syllable:

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SYLLABLES 1. There are as many syllables as there are vowels and diphthongs in a word: a-ma-ri-llo (yellow)

2. A single consonant, or ch, ll, or rr, between two vowels begins a syllable:

pe-re-zo-so (lazy) -- single consonant
si-lla (chair) -- ll between two vowels
pi-za-rra (blackboard) -- rr between two vowels
mu-cha-cho (boy) -- ch between two vowels

3. Two consonants are divided, one remaining and one going with the following syllable:

en-ten-der (to understand)

4. A consonant plus l or r is inseparable (except rl, sl, tl, sr): de tras (behind)

5. When there are three or more consonants, only the last or an inseparable combination begins a syllable:

sem-brar (to plant)

6. Prefixes are kept intact, regardless of the usual rules: des-a-pa-re-cer (disappear)

STRESS - ACCENTS 1. i (y used as vowel) and u are weak vowels; a, e, and o are strong vowels. A diphthong is a combination of 1) a strong and weak vowel, or 2 weak vowels. They form one syllable, which is a combination of the individual sounds. In a diphthong, the strong vowel, regardless of position, or the second of two weak vowels gets the stress.

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americano (American)
joven (youth)
cosas (things)

3. A word that ends in a consonant (except n or s) stresses the last syllable:

general (general)
verdad (truth)
entender (to understand)

4. Every exception has a written accent:

último (last)
inglés (English)
lección (lesson)

5. A written accent is used to distinguish between words with different meanings, but the same spelling:

el (the)
él (he)
si (if)
sí (yes)
se
sé (I know)

GENDER OF NOUNS All Spanish nouns, common and proper, are either masculine or feminine. Masculine nouns usually end in o. Feminine nouns usually end in a, ion, or d.

DEFINITE ARTICLE "THE" There are four words meaning "the." The definite article must agree with the noun in gender and number:

el - singular masculine: el burro
los - plural masculine: los burros
la - singular feminine: la mesa
las - plural feminine: las mesas

SUGGESTED INSTRUCTOR REFERENCES

TEXTBOOKS

Senda 1 y 2
Lengua Nacional
with workbooks
Lengua Nacional
Fichas de Trabajo

Mira y Lee
Lee y Trabaja
Trabaja y Aprende
with workbooks (same name)

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Workbooks

Tito

Lucerito

Elena y Dani
Buenos Amigos
with workbooks (same name)

Preparándose Para Leer Kit
Booklets

Dogo Carre y Brinca

¿Quién va con Piña?

Anita y su Mamá

Los Globos

El Circo

Vamos a remar

Vamas a jugar

Vamos a Medir

El Perro y el Hueso

Pallito Pillón

Los Tres Cerditos

Reading Books

Series de Libros Para La Niñez de Bowmar

Los Cuatro Sombreros de Benny

Papá es Grande

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Workbooks

Tito

Lucerito

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Los Tres Cerditos

Reading Books

Series de Libros Para La Niñez de Bowmar

Los Cuatro Sombreros de Benny

Papá es Grande

La Manzana es Roja

¿ Tu Dices?

La Señora Jones es mi Amiga

La niña que Celebra el Cumpleaños

Colección Cuentos Felices

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Reading Books

Soy un Corderito

Soy una Jirafa

Soy una Rana

Somos Pajaritas

Soy un Conejito

Soy un Zorro

Soy un Perrito

Soy un Osito

Soy un Gato

Mother Goose on the Rio

Lee y Aprende

Mi Primera Sopena

Leer y Aprender, Mi Diccionario Gráfico Infantil

Libro Primero de Lectura

Metodo Fotosilábico

El Molino

Rosita y Panchito

Los Viajeritos Venturosos

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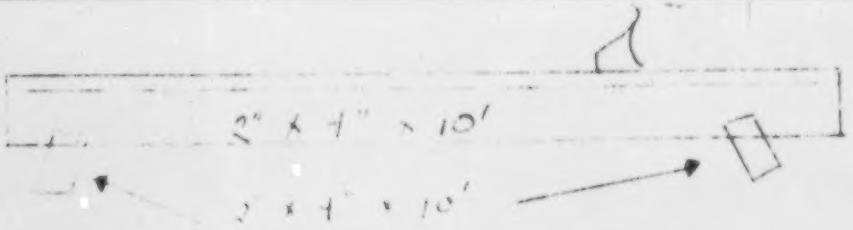

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BALANCE BEAM EXERCISES

1. Walk forward on beam, arms held sideward.
2. Walk backward on beam, arms held sideward.
3. With arms held sideward, walk to the middle, turn around and walk backward.
4. Walk forward to the middle of the beam, then turn and walk the remaining distance sideward left with weight on the balls of the feet.
5. Walk to center of beam, then turn and continue sideward right.
6. Walk forward with left foot always in front of right.
7. Walk forward with right foot always in front of left.
8. Walk backward with left foot always in front of the right.
9. Walk backward with right foot always in front of the left.
10. Walk forward with hands on hips.
11. Walk backward with hands on hips.
12. Walk forward and pick up a blackboard eraser from the middle of the beam.
13. Walk forward to center, kneel on one knee, rise and continue to end of beam.
14. Walk forward with eraser balanced on top of the shoulder.
15. Walk backward with eraser balanced on top of the shoulder.
16. Place eraser at center of beam. Walk to center, place eraser on top of shoulder. Continue to end of beam.
17. Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and step over the wand.
18. Walk backward and step over wand.
19. Hold wand at height of 3 feet. Walk forward and pass under the bar.
20. Walk backward and pass under the bar.
21. Walk the beam backward with hands clasped behind body.
22. Walk the beam forward, arms held sideward, palms down, with an eraser on the back of each hand.
23. Walk the beam forward, arms held sideward, palms up, with an eraser on palm of each hand.
24. Walk the beam backward, arms held sideward, palms down, with an eraser on back of each hand.
25. Walk the beam backward, arms held sideward, palms up, with an eraser on back of each hand.
26. Walk the beam sideward, right, weight on balls of feet.
27. Walk the beam sideward, left, weight on balls of feet.
28. Walk forward to middle of beam, kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
29. Walk forward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
30. Walk backward to middle of beam, kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
31. Walk backward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
32. Hop on right foot, the full length of beam.
33. Hop on left foot, the full length of beam.
34. Hop on right foot, the full length of beam, then turn around and hop back.
35. Hop on left foot, the full length of beam, then turn around and hop back.
36. Walk to middle of beam, balance on one foot, turn around on this foot and walk backwards to end of beam.
37. Walk to middle of beam left sideward, turn around and walk to end right sideward.
38. With arms clasped about body in rear, walk the beam forward.
39. With arms clasped about body in rear, walk forward to the middle, turn around once, walk backward the remaining distance.
40. Place eraser at middle of beam, walk out to it, kneel on one knee, place eraser on top of head. Rise, turn around and walk backward the remaining distance.

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7. Walk forward with right foot always in front of left.
8. Walk backward with left foot always in front of the right.
9. Walk backward with right foot always in front of the left.
10. Walk forward with hands on hips.
11. Walk backward with hands on hips.
12. Walk forward and pick up a blackboard eraser from the middle of the beam.
13. Walk forward to center, kneel on one knee, rise and continue to end of beam.
14. Walk forward with eraser balanced on top of the shoulder.
15. Walk backward with eraser balanced on top of the shoulder.
16. Place eraser at center of beam. Walk to center, place eraser on top of shoulder. Continue to end of beam.
17. Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and step over the wand.
18. Walk backward and step over wand.
19. Hold wand at height of 3 feet. Walk forward and pass under the bar.
20. Walk backward and pass under the bar.
21. Walk the beam backward with hands clasped behind body.
22. Walk the beam forward, arms held sideward, palms down, with an eraser on the back of each hand.
23. Walk the beam forward, arms held sideward, palms up, with an eraser on palm of each hand.
24. Walk the beam backward, arms held sideward, palms down, with an eraser on back of each hand.
25. Walk the beam backward, arms held sideward, palms up, with an eraser on back of each hand.
26. Walk the beam sideward, right, weight on balls of feet.
27. Walk the beam sideward, left, weight on balls of feet.
28. Walk forward to middle of beam, kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
29. Walk forward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
30. Walk backward to middle of beam, kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
31. Walk backward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
32. Hop on right foot, the full length of beam.
33. Hop on left foot, the full length of beam.
34. Hop on right foot, the full length of beam, then turn around and hop back.
35. Hop on left foot, the full length of beam, then turn around and hop back.
36. Walk to middle of beam, balance on one foot, turn around on this foot and walk backwards to end of beam.
37. Walk to middle of beam left sideward, turn around and walk to end right sideward.
38. With arms clasped about body in rear, walk the beam forward.
39. With arms clasped about body in rear, walk forward to the middle, turn around once, walk backward the remaining distance.
40. Place eraser at middle of beam, walk out to it, kneel on one knee, place eraser on top of head, rise, turn around and walk backward the remaining distance

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41. Walk the beam backward with an eraser balanced on the back of each hand. At the center, turn around and walk backward to the end of beam.
42. Walk to middle of beam, do a right side support, rise and then walk to end.
43. Walk to middle of beam, do a left side support, rise and walk to end.
44. Place eraser at middle of beam. Walk out to it, kneel on one knee, pick up eraser and place it on the beam behind pupil, rise and continue to the end.
45. Walk to middle of beam, do a balance stand on one foot, arms held sideward with trunk and free leg held horizontally.
46. Place eraser at middle of beam, walk beam left sideward, pick up eraser, place it on right side of beam, turn around and walk right sideward to end of beam.
47. Hold wand 15 inches above beam. Balance eraser on shoulder, walk forward stepping over wand.
48. Hold wand 15 inches above beam. Balance eraser on shoulder, walk backward, stepping over wand.
49. Hold wand 15 inches above beam. Balance eraser on shoulder, walk sideward right, stepping over wand.
50. Hold wand 15 inches above beam. Balance eraser on shoulder, walk sideward left, stepping over wand.
51. Hold wand 3 feet high. Walk forward, hands on hips, and pass under the bar.
52. Hold wand 3 feet high. Walk backward, hands on hips, and pass under the bar.
53. Fold a piece of paper at a right angle so it will stand on the beam at the middle. Walk to paper, kneel, pick it up with teeth, rise and walk to end of beam.
54. Place paper as in #53. Walk out to it, to a left side support, pick up paper with teeth and walk to end of beam.
55. Place paper as in # 53. Walk out to it, to a right side support, pick up paper with teeth and walk to end of beam.
56. Hop to middle of beam on right foot. Turn around on same foot and hop backward to the end of beam.
57. Hop to middle of beam on left foot. Turn around on same foot and hop backward to the end of beam.
58. Walk beam forward, eyes closed.
59. Walk beam backward, eyes closed.
60. Walk beam sideward right, eyes closed.
61. Stand on beam, feet side by side, eyes closed and record number of seconds balance is maintained.
62. Stand on beam, one foot in advance of the other, eyes closed, and record number of second balance is maintained.
63. Stand on right foot, eyes closed, and record number of seconds balance is maintained.
64. Stand on left foot, eyes closed and record number of seconds balance is maintained.
65. Walk beam sideward left, eyes closed.
66. Partners start at opposite ends. Walk to middle, pass each other, and continue to end of beam.
67. Place hands on beam, have partner hold legs (as in wheelbarrow race) and walk to end of beam.
68. Same as #67, but partner walks with his feet on the beam, instead of the ground, straddling the beam.
69. "Cat Walk" on beam. Walk on "all fours", hands and feet on beam.

* * *

NOTE: As pupils improve in balancing skills, make another beam with the top tapered down to one inch in width; another with a half-inch top.

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THE BODY

THE SELF

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	0.001	**The children will be able to list the following parts of the head:** head cabeza hair cabello/pelo ears orejas eyes ojos lips labios teeth dientes tongue lengua mouth boca they will also be able to locate them on themselves and others; i.e. 1. What do your hands do? ¿Qué hacen las manos? 2. What do your eyes do? ¿Qué hacen los ojos? etc.	**Introduce this objective by singing the song and follow the musical rhythm of "Part de la Cabeza."** Together count how many the are of each part, i.e. una cabeza, dos orejas, etc. Let each child identify the parts in his/her reflection in a mirror. Discuss expressions. Construct a cardboard shoe box mask. Have children draw self portraits from mirror image Play "Palmas para aplaudir" Read: Tú Piel y la mía; pelo lacio, pelo ri

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THE BODY

THE SELF

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
will be able to owing parts of	Introduce this objective by singing the song and following the musical rhythm of "Partes de la Cabeza."	A Taste of Education by Eddie Cano (record album)	Play "Por las parte adonde van." With bulletin board or flannelboard, play a modified version of "Pin the Tail On the Donkey." Label each part.
leza bello/pelo ejas os bios entes ngua ca	Together count how many there are of each part, i.e. una cabeza, dos orejas, etc. Let each child identify these parts in his/her reflection in a mirror. Discuss expressions.	Hablan Los Niños Bishop Flannel board parts of the head (Lesson 26).	Play "Toquen la boca" Tape children saying parts of head.
o be able to n themselves .e. do your do? hacen las ? do your do? hacen .	Construct a cardboard shoe box mask. Have children draw self portraits from mirror image. Play "Palmas para aplaudir" Read: TÚ Piel y la mía; pelo lacio, pelo rizo.	Create Mary Platts Recycle unused boxes and scr construction paper, buttons, etc. Kindergarten Bilingual Resource Handbook Lubbock (October, 197 Para Chiquitines Educational Reading Services	

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THE BODY

THE SELF

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach parts of the body.	0.002	The children will be able to identify the following parts of the body: head cabeza neck cuello body cuerpo legs piernas arms brazos feet pies hands manos	Assemble manikin from Peabody Kit. Play "¿Qué fa "What's missing?" Sing and dance to "Partes d mi cuerpo." Sing "Cabeza, hombros, rodillas, pies."
To teach each part's function	[illegible]	The children will be able to enact each function. They will be able to describe actions of body parts in their dominant language.	Pantomine Sesame Street "Rub Your Tummy." Sing "Así nos lavamos..." How many (¿cuántos tienes?) can be played. Review body and head vocabulary while developin sentences.

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THE BODY

THE SELF

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill be able to ollowing parts	Assemble manikin from Peabody Kit. Play "¿Qué falta?" "What's missing?"	Peabody Language Development Kits Level P American Guidance Company	Play "Simon Dice"
za lo po nas s	Sing and dance to "Partes de mi cuerpo."	Cano Album "A Taste of Education"	Play "Toquen la boca
	Sing "Cabeza, hombros, rodillas, pies."	Para Chiquitines - Bowmar. "Mi Casita" "Despiértense deditos" "Al subir una montaña"	
ill be able to ction. They o describe parts in language.	Pantomime Sesame Street "Rub Your Tummy."	Sesame Street Book and Record	
	Sing "Así nos lavamos..."	Kindergarten ... Handbook Lubbock (October, 1971) Mirror on display at all times	
	How many (¿cuántos tienes?) can be played.		
	Review body and head vocabulary while developing sentences.	Hablan Los Niños Lesson 29	
		Develop Language Master materials for drill at listening post.	
		Peter, Paul and Mommy Popular LP.	

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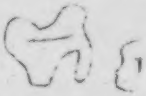
THE BODY

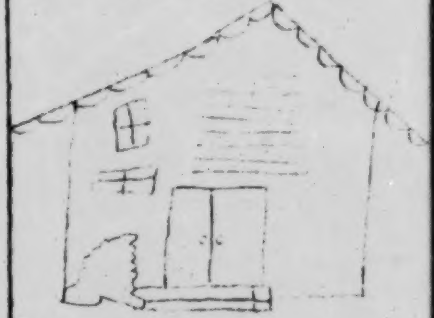
THE SELF

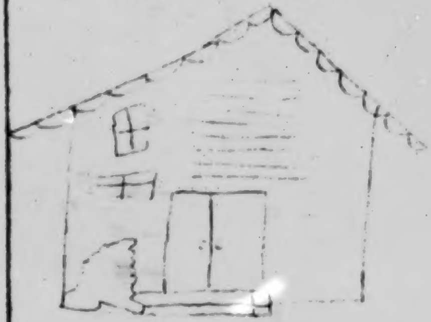
EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the concept of health (good vs. poor) to children.			
	0.004	The children will learn what their bodies can do so they will appreciate them.	Have children make scrapboo showing pictures of things they do when they feel well i.e. swimming, running, wal ing, etc. Measure children; compare sizes among children - then at a later date do the same Discuss process of growth. Set up interest centers in sensory science projects, i feeling box, observation po etc. Read "Miguel Microbio" to the children. Ask nurse to come in and ta to the children. Make lost tooth poster {I lost a tooth: and leave spaces for names children and dates when the lose the teeth. Accompany with poem: "But Then" by Aileen Fis

THE BODY

THE SELF

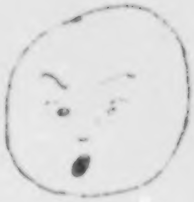
VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill learn what an do so they e them.	Have children make scrapbooks showing pictures of things they do when they feel well, i.e. swimming, running, walking, etc.		Observation
	Measure children; compare sizes among children - then at a later date do the same. Discuss process of growth.	Incorporate plants' growth and other growing things.	
	Set up interest centers in sensory science projects, i.e. feeling box, observation posts, etc.	Kindergarten ... Handbook Lubbock, p. 25, (Oct. 1971)	
	Read "Miguel Microbio" to the children.	Translated version of J. Elmer Germ Gerald Schilling	Observation Discussion
	Ask nurse to come in and talk to the children.	Colgate brush program - via school nurse.	
	Make lost tooth poster  I lost a tooth: and leave spaces for names of children and dates when they lose the teeth. Accompany with poem: "But Then" by Aileen Fisher.	American Dairy Association materials: -growth charts -posters -diet units El Libro Colorante de Las Comidas Buenas - Linda Guest	Multigrade Resources

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the children physical self-identity.	0.005	The children will be able to: -identify themselves by name "me llamo" -identify their place of residence; "vivo en" o "mi domicilio es..." -identify how old they are; "tengo ______ años."	"Draw lifesize selves on n paper or butcher paper and color them to look like ju as beautiful as you are." Ask parents to help childr learn their addresses; onc they learn them, they may their address on house directory in class.  Make a birthday train and every child's name and bir date on one of 12 cars rep senting the respective mon Display this at all times. Teach the children "Las Ma and sing this along with " Birthday" for children's b days. Play "¿cuántos años tienes

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
will be able to: mselves by name	"Draw lifesize selves on newspaper or butcher paper and color them to look like just as beautiful as you are."	Kindergarten Bilingual Resource Handbook, Published by Dissemination Center for Bilingual/Bicultural Education, Revised Edition, 1972.	Teacher observation.
ir place of vivo en" o "mi ..."	Ask parents to help children learn their addresses; once they learn them, they may add their address on house directory in class. 	Muslin/textile paint product - make a dress of children - designed cloth. Juanita Kelley	
old they are; ___ años."	Make a birthday train and put every child's name and birthdate on one of 12 cars representing the respective months. Display this at all times. Teach the children "Las Mananitas" and sing this along with "Happy Birthday" for children's birthdays. Play "¿cuántos años tienes?"	Birthday card for child with verse inside. "Box birthday cake" decorated with lace, contact paper, candles... On child's birthday let him choose a small gift from inside the box. Suggested Related Activities For Birthdays Ask riddle: You were 5 years old yesterday. You're 6 years old today. How old will you be tomorrow?	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach awareness of the emotional self-identity.	0.006	The children will be able to: --discuss emotions such as anger, sadness, love, anxiety, happiness, "blabness", pride	Play "How does __________ make you feel?" __________ could be a a number, a holiday, a word, a song, a picture, etc. Teach children "Estoy de malas" and "Chato, el pato." Teach children "I Love My Shoe ." (Translated version refer to kit) Play "Funny Face." Have children sit in a circle and one at a time make a face. Ask How does he look?" "¿Cómo parece?" Sing "If You're Happy" "Si estas concento" ALWAYS COMPLIMENT THE CHILD REN SINCERELY - on their wor or something they're very obviously proud of.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
l be able to:	Play "How does________________ make you feel?"	Peabody, Level P Kit	Teacher observation
ions such as ss, love, piness, pride	________________could be a color, a number, a holiday, a word, a song, a picture, etc.	Yo soy el azul Yo soy el rojo	
	Teach children "Estoy de malas" and "Chato, el pato."	Songs by Carol Perkins Caper Records 6100 Cherrylawn Circle Austin, Texas 78723	
	Teach children "I Love My Shoes." (Translated version - refer to kit)	Album "Donovan" can be bought where most popular LP's are sold.	
	Play "Funny Face." Have children sit in a circle and one at a time make a face. Ask "How does he look?" "¿Cómo parece?"	See attached sheet.	Teacher observation
	Sing "If You're Happy" "Si estas concento"		
	ALWAYS COMPLIMENT THE CHILDREN SINCERELY - on their work or something they're very obviously proud of.		

1. 

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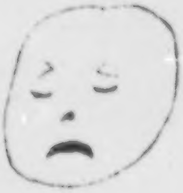
2. 

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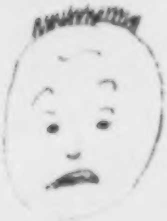
3. 

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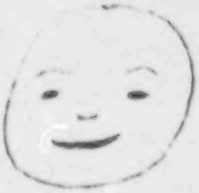
4. 

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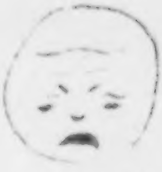
5. 

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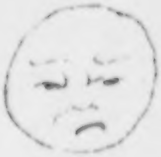
6. 

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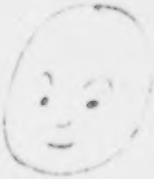
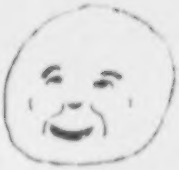
7. 

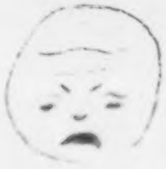
tranquilo

8. 

felíz

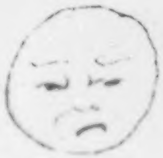
1. surprised
2. sad
3. frightened
4. glad
5. worried

5.



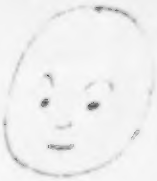
preocupado

6.



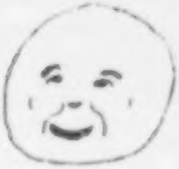
enojado

7.



tranquilo

8.



felíz

1. surprised
2. sad
3. frightened
4. glad
5. worried
6. angry
7. calm
8. happy

A Teacher's Guide to You and Your Decisions
K-3
San Diego County Schools, 1971.

THE BODY

THE SELF

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach aspects of the social self.	0.007	The children will: --observe likenesses and differences among classmates --discuss the above --learn to share (listen with purpose) --learn to accept responsibility for specific tasks.	Weigh and measure height of children. Ask for approxim tions as to who is biggest smallest. Play "Estoy pensando" Say i.e. "Estoy pensando de un niño que es rubio y tien ojos azules." Ask children to talk about and draw some of their favorite things. Assign ayudantes (helpers needed tasks in the class, i.e. "bookkeeper", roadrunn etc

THE BODY

THE SELF

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
l: esses and mong class-	Weigh and measure height of children. Ask for approximations as to who is biggest - smallest.		Teacher observation.
bove e (listen	Play "Estoy pensando" Say i.e. "Estoy pensando de un niño que es rubio y tiene ojos azules."		
pt responsi- ecific	Ask children to talk about and draw some of their favorite things.	Teacher may label the picture	
	Assign ayudantes helpers for needed tasks in the class, i.e. "bookkeeper", roadrunner, etc		

<table>
<tr><th>EDUCATIONAL OBJECTIVE</th><th>CODE #</th><th>BEHAVIORAL OBJECTIVE</th><th>SUGGESTED RELATED ACTIVITIES</th></tr>
<tr>
<td>To teach parts of the head and body and their functions.</td>
<td>1.008</td>
<td>The children will be able to list the following parts of the head and body plus corresponding articles (el, los....):
<table>
<tr><td>hand</td><td>la mano</td></tr>
<tr><td>leg</td><td>la pierna</td></tr>
<tr><td>arm</td><td>el brazo</td></tr>
<tr><td>foot</td><td>el pie</td></tr>
<tr><td>head</td><td>la cabeza</td></tr>
<tr><td>mouth</td><td>la boca</td></tr>
<tr><td>body</td><td>el cuerpo</td></tr>
<tr><td>eye</td><td>el ojo</td></tr>
<tr><td>nose</td><td>la naríz</td></tr>
<tr><td>finger</td><td>el dedo</td></tr>
<tr><td>hair</td><td>el pelo/cabello</td></tr>
<tr><td>neck</td><td>el cuello pescuezo</td></tr>
<tr><td>ear</td><td>el oido/la oreja</td></tr>
<tr><td>chest</td><td>el pecho</td></tr>
<tr><td>face</td><td>la cara</td></tr>
<tr><td>tooth</td><td>el diente</td></tr>
<tr><td>toe</td><td>el dedo del pie</td></tr>
<tr><td>shoulder</td><td>el hombro</td></tr>
<tr><td>lips</td><td>los labios</td></tr>
<tr><td>waist</td><td>la cintura</td></tr>
<tr><td>hips</td><td>las caderas</td></tr>
<tr><td>tongue</td><td>la lengua</td></tr>
<tr><td>forehead</td><td>la frente</td></tr>
<tr><td>eyebrows</td><td>las cejas</td></tr>
<tr><td>eyelashes</td><td>las pestañas</td></tr>
<tr><td>nails</td><td>las uñas</td></tr>
</table>
</td>
<td>Play action game:
I clap with my hands.
Aplaudo con mis manos.

I jump with my legs.
Brinco con mis piernas.

I walk with my feet.
Ando con mis pies.

etc.

Draw lifesize images of selv
and using magazine cutouts o
different objects, paste the
objects on related parts of
i.e. hat on head, food near
mouth or stomach, etc.

Dress Peabody manikins. Ide
"partes superiores" (parts a
the waist) e "partes inferio
(parts below the waist).</td>
</tr>
</table>

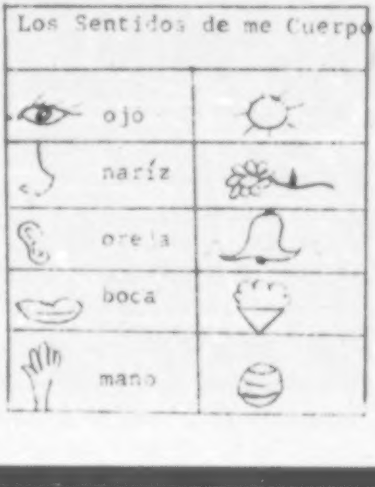
THE BODY

THE SELF

ORAL TIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
be able to g parts of plus cor- es no erna azo e beza ca erpo o ríz do lo/cabello ello pescuezo do/la oreja cho ra ente do del pie mbro abios ntura aderas ngua ente ejas estañas ñas	Play action game: I clap with my hands. Aplaudo con mis manos. I jump with my legs. Brinco con mis piernas. I walk with my feet. Ando con mis pies. etc. Draw lifesize images of selves and using magazine cutouts of different objects, paste these objects on related parts of body; i.e. hat on head, food near mouth or stomach, etc. Dress Peabody manikins. Identify "partes superiores" (parts above the waist) e "partes inferiores" (parts below the waist).	The Book of Me by Dean Walley Hallmark Children's Editions. Peabody, Level P.	

THE BODY

THE SELF

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.009	The children will be able to change from singular to plural articles: el/los la/las	Have children draw very com pictures of a person and la the parts.
	2.010	The children will be able to piece together a puzzle of body parts.	Provide a puzzle of a body "un rompe cabeza del cuer
	2.011	The children will fill in missing facial parts on a head puzzle.	Provide a face puzzle.
	2.012	The children will identify the five senses and the corresponding body parts: sight vista smell olfato hearing oido taste gusto touch tacto  Los Sentidos de me Cuerpo ojo naríz oreja boca mano	Play game "Los cinco sentid Using association puzzles, pictures of senses with tho things sensed: Ask children what *they* woul to know about their bodies. "¿Qué quieren saber Uds. sus cuerpos?" From this activity expand a some creative writing.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill be able to ngular to s: a las	Have children draw very complete pictures of a person and label the parts.		
ill be able to a puzzle of body	Provide a puzzle of a body - "un rompe cabeza del cuerpo."	Ciencias, 1° - Rey, Luis. Heffernan, pp. 37 & 38.	Have the children completed the puzzl correctly?
ill fill in parts on a	Provide a face puzzle.	Ciencias, 1° rey, Luis. Heffernan, p. 43.	
ill identify and the body parts: ista lfato ido usto acto	Play game "Los cinco sentidos." Using association puzzles, pair pictures of senses with those things sensed:	Merry-go-round of Games in Spanish, National Textbook Co., 1962, Skokie, Ill. Ciencias, 1° - pp. 40 & 41.	
de me Cuerpo 	Ask children what they would like to know about their bodies. "¿Qué quieren saber Uds. de sus cuerpos?" From this activity expand and do some creative writing.	Teach Us What We Want to Know, Byler, Lewis, and Totman.	Write a booklet entitled, "¿Cómo? e ¿Por qué?"

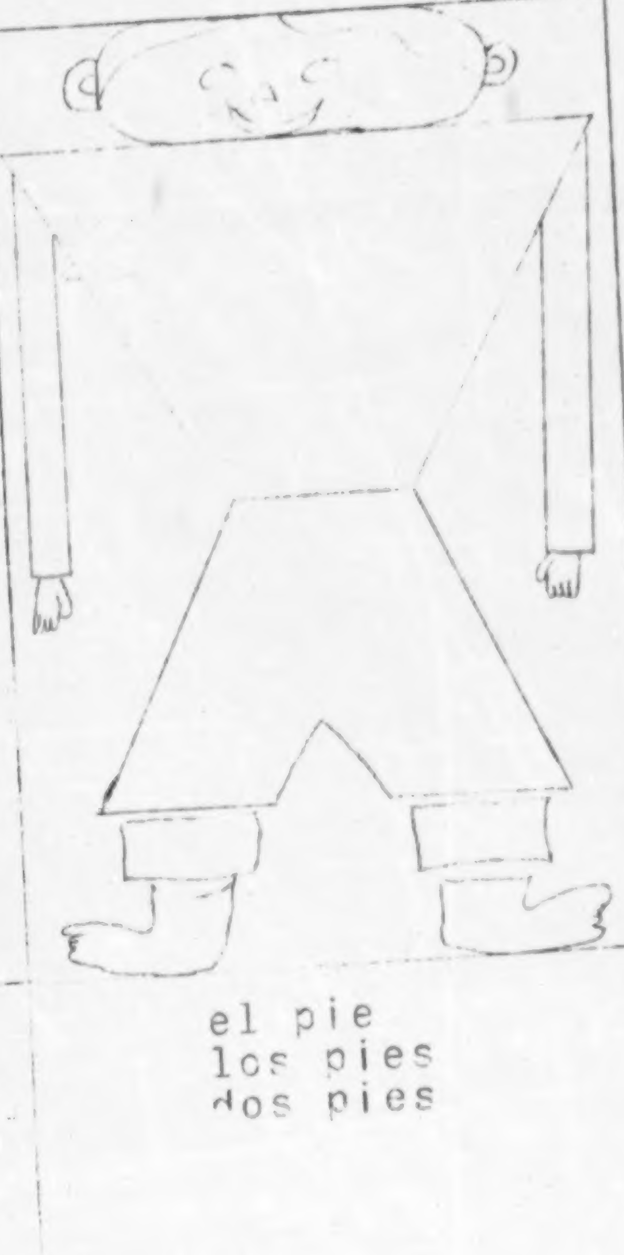
LAS PARTES DEL CUERPO

la nariz

la cabeza

el pelo

la oreja
las orejas
dos orejas



el ojo
los ojos
dos ojos

la boca

el brazo
los brazos
dos brazos

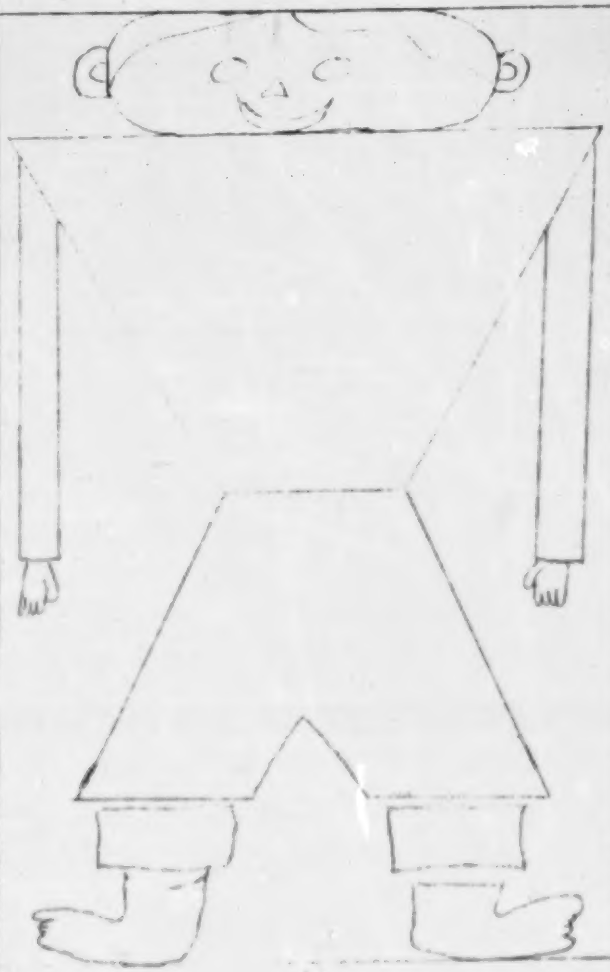
el dedo
los dedos
diez dedos

el pie
los pies
dos pies

la mano
las manos
dos manos

la oreja
las orejas
dos orejas

el ojo
los ojos
dos ojos



la boca

el brazo
los brazos
dos brazos

el dedo
los dedos
diez dedos

el pie
los pies
dos pies

la mano
las manos
dos manos

*Can be used with or without story
"Caballero de la Calabaza"

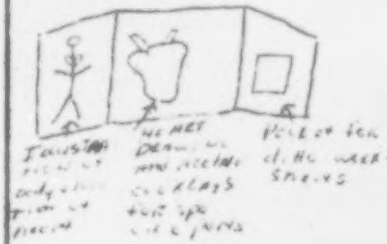
THE BODY

THE SELF

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	3.013	The children will listen to a story involving body parts	Using either a bulletin boar or flannel board, tell story "El Caballero de la Calabaza Incorporate how many of eac part our bodies have: ¿Cuántos dedos? etc. See attached page.
To teach expression in complete sentences (written and verbal).	3.014	Children will be able to ask and answer questions pertaining to body parts.	Use following sentence patte ¿Que es? Es la (cabeza). ¿Qué son? Son las (orejas). ¿Cuántos (ojos) tenemos? Tenemos (dos) ojos. ¿De que color son los (o Los ojos son (negroes). ¿De que color es el pelo El pelo es (rubio).
To teach the function of the heart. (Good activity for February)	3.015	The children will show awareness that the heart is necessary for sustaining life. The children will show emotional awareness of heart's function.	

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll listen to ng body parts	Using either a bulletin board or flannel board, tell story of "El Caballero de la Calabaza." Incorporate how many of each part our bodies have: ¿Cuántos dedos? etc. See attached page.	"El Caballero de la Calabozo"	Do Children Recognize parts of body mentioned?
e able to ask tions per- parts.	Use following sentence patterns: ¿Que es? Es la (cabeza). ¿Qué son? Son las (orejas). ¿Cuantos (ojos) tenemos? Tenemos (dos) ojos. ¿De que color son los (ojos)? Los ojos son (negroes). ¿De que color es el pelo? El pelo es (rubio).	Hablan los niños, Dorothy Bishop, pp. 62-63. Supplementary Vocabulary: Rubio (a) - blonde Moreno (a) - brunette -Learn "Me gustan Todas"	
ll show aware- eart is nec- aining life.			
ll show emo- s of heart's			

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the function of the heart. (Good activity for February.)	3.015	The children will show awareness that the heart is necessary for sustaining life.	heart - corazon life - la vida love - querer affectionate names: querer literal tra tions: querer - loved one tesoro - treasure precioso - precious on Dissect a calf heart in clas Investigate. Let children hear their hear beat using a stethoscope. (estetiscopa) "El Espejo" Con todo detalle Si por alguna causa, en el te ves. Tu imagen refleja con toda su henez. Place this riddle on a piece construction paper - with a circular piece of foil for simulated mirror.
	3.016	The children will show emotional awareness of heart's function.	

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill show aware- heart is nec- taining life.	heart - corazon life - la vida love - querer	Teacher-made materials.	
ill show emo- ss of heart's	affectionate names: querer — literal translations: querer - loved one tesoro - treasure precioso - precious one	Merry-go-round Games in Spanish, NTL, 1962. Game: Los Corazones (Math)	
	Dissect a calf heart in class. Investigate.		
	Let children hear their heart-beat using a stethoscope. (estetiscopa)		
	"El Espejo" Con todo detalle Si por alguna causa, en el te ves. Tu imagen refleja con toda su bellez.	Kindergarten Bilingual Handbook, Lubbock.	
	Place this riddle on a piece of construction paper - with a circular piece of foil for simulated mirror.		

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FAMILY - LA FAMILIA

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach about the family and family activities	0.001	The students will be able to name orally the members of the immediate family in both languages: Father Mother Brother Sister Self	Draw the family and be able to find himself in his drawings. Color the drawings. Catalog cut outs. Role-play combine with guessin which member each is playing.
	0.002	Children will listen carefully to other experiences and relate their own. Children will use courtesy which interacting with others.	Cut outs - Ditto figures of family members. Count the members of the family orally in English and Spanish. Have a picture of a family. Have each child express their thoughts and ideas about their family Tape the child's story and ha him listen to himself Identify the pictures. Make an experience chart from the pictures. Tizo and his Magic Word. (Please and thank you)

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll be able to members of amily in	Draw the family and be able to find himself in his drawings.	Ditto materials Catalog pictures	Teacher observation
	Color the drawings.	Cartoon figures	Check list of student responses
	Catalog cut outs.	Peabody Kit cards	
	Role-play combine with guessing which member each is playing.	Ditto coloring pages	
isten care- experiences r own. se courtesy ng with	Cut outs - Ditto figures of family members.	(Kit) My Home and Family Instructo Products CO. Phila., Pa 19131	
	Count the members of the family orally in English and Spanish.	Flannel Board Teaching Aids Milton Bradley Co. Resource Center	
	Have a picture of a family.		
	Have each child express their thoughts and ideas about their family		
	Tape the child's story and have him listen to himself	Tape recorder and tape.	
	Identify the pictures.	Study prints Adams State College Library	
	Make an experience chart from the pictures.	1. Wash the dishes 2. Set the table 3. Vacuum the rug 4. Polish the furniture 5. Play with the baby 6. Make the salad 7. Make your bed 8. Hang up your towel	
	Tico and his Magic Word. (Please and thank you)		

FAMILY - LA FAMILIA

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.003	The student will be able to name orally and written, the members of his family: Father - el padre Mother - la madre Brother - el hermano Sister - la hermana Self - mi Grandfather - el abuelo Grandmother - la abuela Uncle - el tio Aunt - el tía Cousin - el primo (male Cousin - la prima (female) Godfather - el padrino Godmother - la madrina	Draw the family and be able to find himself in his own family Finger plays (la familia) Puppets (la familia) Identify family Label each family member wi the word card (father papa - Mother mamá) "Yo Soy un Niño" Are you my mother? Color, cut, and paste each family member and name his fa

FAMILY - LA FAMILIA

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll be able to d written, his family:	Draw the family and be able to find himself in his own family.		
padre madre	Finger plays (la familia)	Parachiquitines	
l hermano hermana	Puppets (la familia)	Use catalogue cut-outs	
- el abuelo - la abuela io a	Identify family label each family member with the word card (father papa - Mother mamá)	Flannel cut-outs Peabody Language Kit Manila cut-outs Dr. Seuss Book	
primo	"Yo Soy un Niño"		
prima	Are you my mother?		
el padrino la madrina	Color, cut, and paste each family member and name his family.		

FAMILY - LA FAMILIA

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.004	Each child will be able to count the immediate members of their family in both languages.	Draw and number each member i his family
	1.005	Each student will be able to label each member with correct no. name in each language, English and Spanish.	Make a finger puppet for each member of the family and count them. Matching on teacher made ditt sheets, no. words with family members.
	1.006	The children will identify: Old brother Older " Oldest " in both languages and extend to other members of the family.	(Role Playing) of each family members. Read to the children Book I Ya Sé Leer Read and discuss suggestions the back page of the book. Learn a little song for Mothers day Fathers day Birthday, etc. Mi Mamita Mi papito Tortillitas Nursery Rhymes Song: ¿Quién es?
	1.007	The children will identify orally colors in both languages.	Teach colors of different things that deal with the family, through teacher made dittos.

FAMILY - LA FAMILIA

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll be able to ediate members ly in both	Draw and number each member in his family		Check list on responses.
will be able member with ame in each lish and	Make a finger puppet for each member of the family and count them.	Flannel Cut-outs of number names Milton Bradley Co. Springfield, Mass.	
	Matching on teacher made ditto sheets, no. words with family members.		
will identify: brother	(Role Playing) of each family members.		
" "	Read to the children Book I Ya Sé Leer	Las Cosas de Cada Día Book I	Teacher observation
ages and extend ers of the	Read and discuss suggestions on the back page of the book	Las Cosas de Cada Dia Book En Casa	Teacher observation
	Learn a little song for Mothers day Fathers day Birthday, etc. Mi Mamita Mi papito Tortillitas Nursery Rhymes	Para chiquitines	
	Song: ¿Quién es?	¡Hola! ¡Vamos a Cantar!	
will identify in both	Teach colors of different things that deal with the family, through teacher made dittos.		

FAMILY - LA FAMILIA

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	2.008	The students will be able to name all the members of his immediate and extended family Father Mother Brothers Sisters Grandparents Uncles Aunts Cousins Padrinos Compadres in both languages.	Vocabulary Experience charts about their family Family responsibilities 16 MM Film Filmstrip Caperucita Roja - record Little Red Riding Hood Los Tres Osos The Three Bears
	2.009	The students will be able to discuss different family activities in both languages	View and discuss filmstrips on different family activities Experience charts Use Southwest Folk Songs The Family Family activities gardening picnicing etc. Pot Luck (by classes)

FAMILY - LA FAMILIA

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill be able e members of and extended ges.	Vocabulary Experience charts about their family Family responsibilities 16 MM Film Filmstrip Caperucita Roja - record Little Red Riding Hood Los Tres Osos The Three Bears	Mi familia (Multi-media Kit) Spanish narrated filmstrip, record and wall chart. Little Kenny's 4 flexible figures Family Unit - $16.00 per set Colborn's Puppets - Family set (5 pieces) $12.00 Colborn's	
ill be able ferent family both languages	View and discuss filmstrips on different family activities Experience charts Use Southwest Folk Songs The Family Family activities gardening picnicing etc. Pot Luck (by classes)	La Familia - The Family Bilingual Filmstrip Set Cultural Resource Center Records Cultural Resource Center Books - Cultural Resource Center Papá Es Grande - Bowmars Mi Libro de la Familia Heffernan	

THE FAMILY

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To increase the vocabulary development and language growth of the student	3.001	Repeat known vocabulary and learn new vocabulary.	Practice associating vocabula vocabulary words with picture
	3.002	The child will use complete sentences to tell about the activities and members of his family, including himself, and identify both the written and spoken word in both languages.	The students will read the di sheets on the family activiti Ask them questions in Spanish and English and help him answ in both languages, with termi ology that applies to him. Draw a picture of mural showi the child's family in the different activities. Plan a trip for a family. ie. picnic, party, etc.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ocabulary and bulary.	Practice associating vocabulary vocabulary words with pictures.	Basic vocabulary lists for 1st, 2nd, and 3rd grades; flash cards and pictures.	Vocabulary check oral and written
ll use complete tell about the nd members of including him- entify both and spoken languages.	The students will read the ditto sheets on the family activities. Ask them questions in Spanish and English and help him answer in both languages, with terminology that applies to him.	Ditto sheets of family activities the student can read in both Spanish and English containing possible conversations that can be altered to apply to the child.	Conversation with student to determine if student is using vocabulary correctly in sentences.
	Draw a picture of mural showing the child's family in the different activities.	Unit II - "Actividades de Familia," A Manual of Materials, etc. El Paso Public Schools.	Check lists.
	Plan a trip for a family. ie. picnic, party, etc.	Pictures of the family at mealtime, watching t.v., celebrating a birthday, planning a trip, going to church, and on a picnic.	

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THE FAMILY

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Practice counting candles in b languages
To give practice telling time	3.003	The child will be able to show the time of meals on a clock and recite the time in either or both languages.	Have each student make a cloc and show the hours of meals a other time asked for.
To review the 5 basic food groups and their needs daily to promote good health.	3.004	The student will be able to suggest foods for the three meals that would include the 5 food groups.	Plan menus using the 5 basic food groups that include Mexican foods.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Practice counting candles in both languages	Picture of a birthday cake with candles.	Check list.
be able to of meals on a the time oth languages.	Have each student make a clock and show the hours of meals and other time asked for.	Mimeographed clocks to cut out and assemble. Teacher made pattern.	
ll be able to for the three ld include ups.	Plan menus using the 5 basic food groups that include Mexican foods.	Pictures of foods with labels in Spanish and English that include the 5 basic groups. U.S. Department of Agriculture Food and Nutrition Service, Washington, DC 20250	Can the students name the 5 basic groups and identify some foods for each category.

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EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
Introduce the student to a study of Mexico as a family makes a trip there.			
	3.005	The student will read in Spanish and English.	Read the material in Spanish and English. Practice answering and askin questions in Spanish and En as the events occur. (oral discussion in both lan uages.)
	3.006	The student will make a menu for two meals for a Mexican family.	Plan menus of Mexican foods Point out the 5 basic group and discuss ways they are i cluded in meals.
	3.007	The student will order a meal in Spanish as if in a cafe.	Role playing - Family in a cafe in Mexic and U.S. to practice orde food.
	3.008	The student will answer written and oral questions concerning the climate and scenery of Mexico.	Discuss pictures of the countryside and rural area Mexico.
	3.009	The student will name foods grown in Mexico and areas grown in.	Discuss the means of trave and compare with other mea

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AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill read in glish.	Read the material in Spanish and English. Practice answering and asking questions in Spanish and English as the events occur. (oral discussion in both languages.)	Mimeographed sheets with reading and related questions and answers. A Manual of Materials Aids and Techniques for Conversational Spanish El Paso Public Schools Appropriate pictures to color. Vocabulary list for students to copy and study.	Can the student orally describe the scenery of Mexico in Spanish and English? Can the student describe the climate? Vocabulary check. Can the student write answers to questions in Spanish and/or English concerning events of the trip and life in Mexico?
ill make a menu for a Mexican	Plan menus of Mexican foods. Point out the 5 basic groups and discuss ways they are included in meals.	Pictures of prepared food with labels ex. - tacos, enchalidas, etc.	
ill order a sh as if in	Role playing - Family in a cafe in Mexico and U.S. to practice ordering food.	Pictures of a family traveling by plane, train, and car.	
ill answer ral questions e climate and xico.	Discuss pictures of the countryside and rural areas of Mexico.	Scenes of Mexico, foods and fruits labeled in Spanish and English.	
ill name foods co and areas	Discuss the means of travel and compare with other means.	Film - "La Familia Sanchez" Adams State College	

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EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
Stimulate interest in other areas and their culture.	3.010	The student will recognize and be able to label some of the monuments of Mexico City.	List names of buildings on bo so students can copy them. Make a mural or frieze describing life in Mexico.
	3.011	The student will be able to identify some industries of Mexico	Draw or color pictures of a market place. Introduce the monetary exchan value of Mexican currency.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
l recognize label some of f Mexico City.	List names of buildings on board so students can copy them. Make a mural or frieze describing life in Mexico.	Study prints of: 1. Mexico City 2. Industry 3. Country side 4. Monuments Cultural Center	Is the student interested in life in other areas?
l be able to ndustries of	Draw or color pictures of a market place. Introduce the monetary exchange value of Mexican currency.	"Seeing Mexico" 6 Film strips with Records Cultural Center Community people to tell about life in Mexico. Tapes of stories of life in Mexico.	

FAMILY - LA FAMILIA

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
		The child will use complete sentences to tell about the activities and members of his family, including himself, and identify both the written and spoken word in both languages.	Practice associating vocabular words with pictures. The students will read the dit sheets on the family activitie Ask them questions in Spanish English and help him answer i both languages, with terminol that applies to him Draw a picture of mural showi the child's family in the different activities. Plan a trip for a family. ie picnic, party, etc.
	3.012	The child will use new vocabulary to increase his knowledge of language.	

FAMILY - LA FAMILIA

HAVIORAL BJECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Practice associating vocabulary words with pictures.	Basic vocabulary lists for 1st, 2nd, and 3rd grades; flash cards and pictures	Vocabulary check oral and written
ll use complete tell about the nd members of including him- entify both the spoken word in es	The students will read the ditto sheets on the family activities. Ask them questions in Spanish and English and help him answer in both languages, with terminology that applies to him Draw a picture of mural showing the child's family in the different activities. Plan a trip for a family. ie picnic, party, etc.	Ditto sheets of family activities the student can read in both Spanish and English containing possible conversations that can be altered to apply to the child. Unit II - "Actividades de Familia," A Manual of Materials, etc. El Paso Public Schools. or La Familia Ortiz Takes a Trip to México by Train Unit in Packet. Pictures of the family at mealtime, watching T.V., celebrating a birthday, planning a trip, going to church, on a picnic.	Conversation with student to determine if student is using vocabulary correctly in sentences. Checklists
ll use new voca- crease his language			

THE FAMILY (A FAMILY TRIP TO MEXICO)

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
		The child will be able to read bilingually.	Read the material in Spanish a English. Practice answering and asking questions in Spanish and Engli as the events occur. (oral discussion in both langu Introduce the student to a stu of México as a family makes a trip by train.
		The student will make a menu for two meals for a Mexican family	
	3.013	The student will order a meal in Spanish as if in a café	Role playing - Family in a cafe in Mexico U.S. to practice ordering f
	3.014	The student will answer written and oral questions concerning the climate and scenery of México.	Discuss pictures of the count side and rural areas of Méxic Discuss the means of travel a compare with other means.
	3.015	The student will name foods grown in México and area grown in.	Pot Luck Supper

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
be able to ly.	Read the material in Spanish and English.	Mimeographed sheets with reading and related questions and answers.	Can the student orally describe the scenery of México in Spanish and English?
	Practice answering and asking questions in Spanish and English as the events occur.	A Manual of Materials Aids and Techniques for Conversational Spanish El Paso Public Schools.	
	(oral discussion in both languages)		
	Introduce the student to a study of México as a family makes a trip by train.	Appropriate pictures to color.	
		Vocabulary list for student to copy and study.	
ll make a menu for a Mexican		Plan menus of Mexican foods Point out the 5 basic groups and discuss ways they are included in meals	
ll order a h as if in a	Role playing - Family in a cafe in Mexico and U.S. to practice ordering food.	Pictures of prepared food with labels ex, - tacos, enchilidas, etc	
ll answer al questions e climate f México.	Discuss pictures of the countryside and rural areas of México	Scenes of México, foods and fruits labeled in Spanish and English.	
	Discuss the means of travel and compare with other means.	Film - "La Familia Sanchez" Adams State College	
ll name foods cc and area	Pot Luck Supper		

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	3.016	The student will recognize and be able to label some of the monuments of México City.	List names of building on board so students can copy them.
	3.017	The student will be able to idenfity some industries of México.	Make a mural or frieze descr life in México. Draw or color pictures of a market place. Introduce the monetary exchange value of Mexican currency.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll recognize label some nts of México	List names of building on board so students can copy them.	Study prints of 1. México City 2. Industry 3. Countryside 4. Monuments Cultural Resource Center "Seeing México" 6 Film strips with Records Cultural Resource Center Community people to tell about life in México. Tapes of stories of life in México. Voy a México con Perico (Hayes) $.80 per student Resource Center México - Multi-Media Kit Film - The Story of Pablo A.S.C. Film Library A Trip to México	Is the student interested in life in other areas?
ll be able to industries	Make a mural or frieze describing life in México. Draw or color pictures of a market place. Introduce the monetary exchange value of Mexican currency.		

CLOTHING

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach fashion of clothing Bilingually and Biculturally.			
	0.001	The student will identify the articles of clothing on pictures and flashcards using both words (same language) if introduced.	Use pictures and flash cards teacher acts as model. Students repeat and practice naming them. Vocabulary el vestido (el tunico) la camisa los pantalones (los calzones) las calcetines (las medias) los zapatos el abrigo (el cute, la leva) el saco el sombrero las botas el traje
	0.002	The student will name the clothes he is wearing.	Use sentence pattern: Este es mi __________ Estos son mis __________ Es __________. (Color
	0.003	The student will draw a picture of himself and name his clothing.	Same sentence patterns.
	0.004	The student will sing words to "La Ropa: with the rest of his group and point to correct clothing.	Teach song: "La Ropa" - Tune "Ten Littl Indians."

CLOTHING

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll identify f clothing on lashcards ds (same lan- oduced.	Use pictures and flash cards teacher acts as model. Students repeat and practice naming them. Vocabulary el vestido (el tunico) la camisa los pantalones (los calzones) las calcetines (las medias) los zapatos el abrigo (el cute, la leva) el saco el sombrero las botas el traje	Peabody Kit Pictures Milton Bradley Flash cards Choose partners and let each child lay down on butcher paper and another child draw around him. Fill in the features and clothes they are wearing and color them.	Teacher or Aide observation. Progress sheets also.
ll name the wearing.	Use sentence pattern: Este es mi ________________. Estos son mis ________________. Es ________________. (Color)		
ll draw a nself and name	Same sentence patterns.	Can use scraps of material to cut out and paste on the picture of themselves.	
ll sing words with the rest and point to ing.	Teach song: "La Ropa" - Tune "Ten Little Indians."		Teacher or Aide will listen to students sing in a group for correct pronunciation.

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CLOTHING

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	0.005	The student will sing words to "Estos son mis zapatos" with the group, and point to correct clothing.	Teach song - "Estos son mis zapatos" Tune - "The Bear Went Over the Mountain."
	0.006	The student draw lines from children to their clothing.	Use Worksheet - Draw lines to correct clothing.
	0.007	The student will name the article of clothing missing from a group.	Play game using 5 or 6 pictures, name them, hide one students name the missing one
	0.008	The student will participate in the game "Conejito."	Play "Conejito"
	0.009	The student will recognize what clothes to put on the weather boy or girl according to the weather.	Use weather boy and girl, hav children dress them. Use sentence patterns: (e) Esta es la__________. (los) (as) (los) Estos son las _______.
	1.010	The student will use sentence patterns correctly to show singular and plural forms.	Use pictures showing one arti of clothing. Pictures showing two or more articles of clothing. Use sentence patterns. Este es el __________. (a) (la) Estos son los_________. (as) (las

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll sing words mis zapatos" , and point thing.	Teach song - "Estos son mis zapatos" Tune - "The Bear Went Over the Mountain."		
aw lines from eir clothing.	Use Worksheet - Draw lines to correct clothing.	Jenn Sheet #R116	Correct Jenn sheet
ll name the thing missing	Play game using 5 or 6 pictures, name them, hide one students name the missing one.	Flash cards Peabody pictures Magazine pictures	Teacher or Aide observation or Progress sheets.
ll participate onejito."	Play "Conejito."	Same	
ll recognize o put on the girl accord- ther.	Use weather boy and girl, have children dress them. Use sentence patterns: (e) Esta es la________. (los) (as) (los) Estos son las ______.	Other Materials: El Vestido Series - Primeras Imagenes Primeras Palabras Pan American Book Co. Casa y Vestido Series - Mi Primer Diccionario Para Escribir y Colorear Heffernan Los Cuatro Sombreros de Benny Series - Bowmar Pub. Company	
ll use sentence ectly to show lural forms.	Use pictures showing one article of clothing. Pictures showing two or more articles of clothing. Use sentence patterns. Este es el ________. (a) (la) Estos son los________. (as) (las)	Magazines Pictures - labeled Old Pattern Books	Teacher or Aide observation. Progress sheets.

CLOTHING

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.011	The student will participate in the game concentración with the group.	Play game - "Concentración" New Vocabulary la cachucha las manoplas el suéter los guantes la chaqueta la blusa las naguas - (la falda) la corbata el chaleco el tunico la faja el cuello el botón el cordón de zapato - cintil las mangas la bolsa
	1.012	The student will name the articles of clothing on the pictures using the correct article in a sentence pattern	Introduce new vocabulary words with pictures. Use new and different sentence patterns. Questions also.
	1.013	The student will participate in both games with the group.	Play "conejito" and "Concentración."

CLOTHING

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll participate ncentración .	Play game - "Concentración"		
	New Vocabulary la cachucha las manoplas el suéter los guantes la chaqueta la blusa las naguas - (la falda) la corbata el chaleco el tunico la faja el cuello el botón el cordón de zapato - cintilla las mangas la bolsa	Pictures from magazines. Catalogues. Old pattern books	
ll name the othing on the the correct entence pattern	Introduce new vocabulary words with pictures. Use new and different sentence patterns. Questions also.		Observation Progress sheets.
ll participate with the group.	Play "conejito" and "Concentración."		

CLOTHING

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	2.014	The student will use verbs correctly to describe pictures.	New Vocabulary (Verbs) Abrochar lavar cambiar limpiar planchar remendar coser dar lustre amarrar
	2.015	The student will sing song with the group.	Teach song - "De Ésta Manera"
	2.016	The student will practice different sentence patterns. using the correct form of the verb.	Practice different sentence patterns using different form of the verbs. eg. La mamá lava la ropa. Está planchando
	2.017	The student will participate in the game "Matarile" he will answer the question and do the actions correctly.	Play game "Matarile"
	2.018	The student will guess and say what the students are doing using the correct form of the verb.	Have students pretend they are doing things - other children guess - using the correct form of the verb. National Dress of Mexico. Vocabulary el sarape el sombrero la camisa los pantalones

CLOTHING

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll use verbs escribe pic-	New Vocabulary (Verbs) Abrochar lavar cambiar limpiar planchar remendar coser dar lustre amarrar	Pictures showing these verbs being done.	
ll sing song .	Teach song - "De Ésta Manera"	De Está Manera - Tune - "So Early in the Morning	Observation Listening Progress sheets
ll practice ence patterns. ect form of	Practice different sentence patterns using different forms of the verbs. ex. La mamá lava la ropa. Está planchando		
ll participate atarile" he e question and correctly.	Play game "Matarile"	Record and Song Book "Para Chíquitines" Bowmar Company	
ll guess and tudents are e correct rb.	Have students pretend they are doing things - other children guess - using the correct form of the verb.		
	National Dress of Mexico. Vocabulary el sarape el sombrero la camisa los pantalones		

CLOTHING

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EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			el chaleco la blusa la falda la mantilla el rebozo los huaraches
	[illegible]	The student will name the clothing and tell who wears them.	Use pictures or actual clothes - describe and discus
	[illegible]	The student will participate in dances with the group.	Teach dances "Jarabe Tapatio" "Chapanecas" Work with small groups.
	[illegible]	The student will participate in a play "La China Poblana."	Tell el cuento "La China Poblana" Discuss - Use face character to act out story. Make them as art project.
	3.622	The student will draw and color a skirt like China Poblanas.	Make skirt as art project. Can be made of paper or clot
			Study different homes and different types of dress.

VIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	el chaleco la blusa la falda la mantilla el rebozo los huaraches		
ll name the ell who wears	Use pictures or actual clothes - describe and discuss.	Pictures or Clothing Trajes y Danzas de Mexico Coloring book	
l participate the group.	Teach dances "Jarabe Tapatio" "Chapanecas" Work with small groups.	Dance Records - Resource Center	
ll participate China Poblana."	Tell el cuento "La China Poblana" Discuss - Use face characters to act out story. Make them as art project.	Story - "La China Poblana" face characters - Children can make the mask-like characters.	Observation
ll draw and like China	Make skirt as art project. Can be made of paper or cloth.	Make panchos and chalecos out of burlap. Fringe and let children make designs to paste on.	
	Study different homes and different types of dress.	Niños del Mundo (Coloring Book)	

COMMUNITY

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
Introduce the children to the community helpers and their duties bilingually.	0.001	The students will be able to identify and discuss the duties of the following community helpers. policeman - policía fireman - bombero doctor - médico (doctor) dentist - dentista nurse - novdrisa postman - cartero store keeper - tiendero milkman - lechero farmer - ranchero gas station attendant servidor de gasolina	Discuss pictures of Community Community Workers Invite resource people to spe Divide classroom into centers - store, cafe, post office, Make hats of the people and u role play Role play - combine with guessing game - both language Use block community helpers Visit the community Draw their houses and learn addresses
	0.002	The students will learn some safety rules and health. trucker - camionero carpenter carpintero plumbers plomero logger cuartoncista etc.	Make a Community of boxes in the classroom Label the stores and streets in manuscript Simple map of the streets may be made on the floor.

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HAVIORAL BJECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
will be able to discuss the following pers.	Discuss pictures of Community and Community Workers	Resource people	Teacher observation
	Invite resource people to speak	Filmstrips (SVE)	
policía bombero médico	Divide classroom into centers - store, cafe, post office, etc.	Community Helpers Poster Pictures Set 1 F.A. Owen Publishing Co.	
(doctor) dentista noydrisa cartero	Make hats of the people and use in role play	Resource Center	
	Role play - combine with guessing game - both languages.	Game - Who Am I? ¿Quién Soy Yo?	
tiendero lechero ranchero	Use block community helpers Visit the community	Pictures made on tagboard, hole for head, child give clues in both languages	
servidor de gasolina	Draw their houses and learn addresses	Song - ¿Quién Soy Yo? by Carol Perkins	
will learn ules and	Make a Community of boxes in the classroom	Butcher paper	
[illegible]	Label the stores and streets in manuscript	Shoe boxes, milk cartons, cereal boxes, soap boxes, etc.	
carpintero plomero cuartoncista	Simple map of the streets may be made on the floor.	Tagboard	
		Signal lights (BOCS) and game book Title VII	
		Butcher paper.	

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COMMUNITY

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Have children discuss their Community and neighborhood. Visit the Community Role play - Combine with guessing game with both languages Give clue of the duties of th helper. Students guess who t helper is. Clues given in bo languages. Make a diagram of the Communi Invite resource people
	1.003	Regardless of our age, or work we have certain responsibilities to perform for the good of our community	Ask children what work mothe or father does. Ask the childrens parents to come and speak to the class.
	1.004	The children will develop an awareness that everyone is important to the community.	Make a family diorama of his own family to show their par in the community. Experience charts using the children's language. Tape childrens stories and have him listen to his own story. Use stories made by Communi people (both languages)

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Have children discuss their Community and neighborhood.		Teacher observation
	Visit the Community		
	Role play - Combine with guessing game with both languages Give clue of the duties of the helper. Students guess who the helper is. Clues given in both languages.	Tagboard figures of helpers with hole cut out for face Teacher -made	
	Make a diagram of the Community	Magnetic figures to be dressed with proper attire.	
	Invite resource people		
our age, **or** certain ies to perform of our	Ask children what work mother or father does.	If possible, visit fathers or mothers office, etc.	
	Ask the childrens parents to come and speak to the class.		
will develop an t everyone to the	Make a family diorama of his own family to show their part in the community.		Progress charts Check lists
	Experience charts using the children's language.		Can the **child perform?**
	Tape childrens stories and have him listen to his own story.		
	Use stories made by **Community** people (**both languages**		

COMMUNITY

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	2.005	Identify each Community	Cut-outs of the helpers and paste on cardboard. Each child will write a story of the duties of each helper. Make popocile puppets of community helpers Draw the community on white butcher paper and have each child walk down the drawn st - follow directions - E and N and S - right and left. The children at the listenin center will choose one perso from their group to read to the class. Scrap book: Cut or draw pictures for sto they make from the stories t have read; either written or oral on tape recorder. Ditto sheets of community he and their duties. Read and discuss. Color the pictures cut pictures out. Write own story to fit picture.

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AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
Community	Cut-outs of the helpers and paste on cardboard. Each child will write a story of the duties of each helper.	SVE. Film strips on Community helpers.	Check each booklet
	Make popsicle puppets of community helpers	Posters - Community Helpers and Workers Milton Bradley Co.	
	Draw the community on white butcher paper and have each child walk down the drawn streets - follow directions - E and W - N and S - right and left.		
	The children at the listening center will choose one person from their group to read to the class.	Library Book: "Helpers in Our Community" (e.g.) Book - "Friendly Helpers for Health and Safety" Melmont Publishing. Inc. Chicago	Teacher observation
	Scrap book: Cut or draw pictures for stories they make from the stories they have read; either written or oral on tape recorder.	Pictures from magazines or draw their own illustrations.	
	Ditto sheets of community helpers and their duties. Read and discuss. Color the pictures cut pictures out. Write own story to fit picture.	Bilingual filmstrip Set Teacher's Guide, on Community Helpers - Resource Center Adams State College	Sheet contains its own evaluation.

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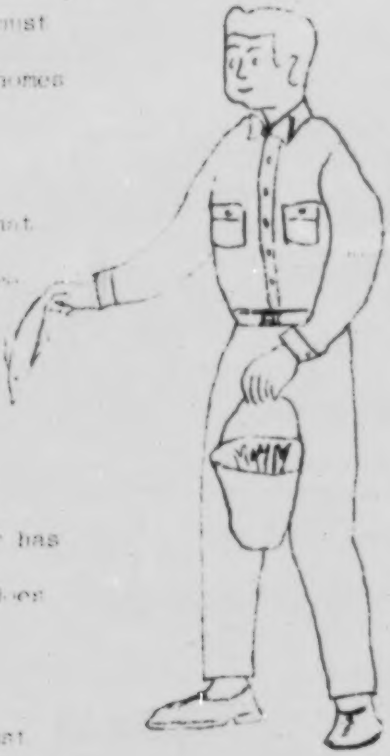
THE ZOO KEEPER



The Zoo Keeper is a busy person. It is his job to keep the many animals in the zoo happy. He must feed the animals each day. He must keep their homes clean and neat.

A zoo keeper needs to know many things. What kind of homes would the animals have if they were not in the zoo? What would they eat? The zoo keeper learns all he can about the animals he cares for.

Sometimes an animal in the zoo gets sick or has a toothache. What do you think the zoo keeper does then?

When it gets cold in the winter, animals must be moved indoors. What does the zoo keeper do?

Visitors at the zoo have questions about the animals. The zoo keeper answers them.

Draw a line to the right ending for each sentence.

People who visit the zoo

When an animal is sick, the zoo keeper

In the winter, the zoo keeper may

Animals in the zoo must have

A zoo keeper feed the animals

food they like to eat.

clean and neat homes.

take care of them.

help the animals move.

ask many questions.

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COMMUNITY

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Write stories about community helpers and their importance.
	2.006	To teach capitalization, punctuation and abbreviations of street addresses, cities, and states, and titles of community helpers. Street - calle avenue - avenida (av. puebla - town ciudad - city señora - sn. señorita - snt. señor - sr. doctor - dr. reverendo - rev.	Write letters to Community helpers Address envelope correctly. Write streets and avenue nam on a student made map of the community. Ditto sheets for writing and/or matching correct abbreviations with streets, avenues, states, and titles. Teacher made - Bilingually
	2.007	The child will identify the community helpers orally and label them in both languages.	Interview the mayor or class visitation by the mayor and/or council members. Resource people.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Write stories about community helpers and their importance.	Community Helpers Activities Set 1 F.A. Owen Publishing Co. (Masters)	
talization. nd abbrevia- et addresses, tates, and munity	Write letters to Community helpers	Fold paper to make an envelope	
	Address envelope correctly.		
	Write streets and avenue names on a student made map of the community.	Butcher paper, rulers, felt pens	
calle avenida (av. town city sn. snt. sr. dr. rev.	Ditto sheets for writing and/or matching correct abbreviations with streets, avenues, states, and titles. Teacher made - Bilingually	Teacher made masters Bilingual	
l identify the pers orally m in both	Interview the mayor or class visitation by the mayor and/or council members.	Loteria Infantil Artey y Oficios Ediciones Ref.	
	Resource people.	Community Helpers #150 Instructo The Instructo Corp. Paoli, Penn. 19310	
		SRA - Our Working World Records, textbooks, workbooks and teacher's guide.	

COMMUNITY

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	3.008	Introduce the student to classification of community helpers. a. Professional - doctor, dentist, lawyer, teacher, librarian judge (Principal superintendent) b. Government employees mayor, fireman, police man, mailman, dog-catcher. c. Volunteer helpers - fireman, ambulance workers, scout leaders	
	3.009	The children will learn the origin of the names of the towns: existing and abandoned.	Research by Students
	3.010	The child will learn about celebrations, feasts, etc. that pertain to the Community and particular area.	The students can research their particular area by interviewing senior citizen of that area and discussing at home the time of the feast day of each area. (Funcion) Make a calendar showing the dates of each area.

COMMUNITY

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
e student to on of commun- sional - doctor, t, lawyer, r, librarian (Principal ntendent) ment employees fireman, police ailman, dog- r. eer helpers - n, ambulance s, scout s			
will learn f the names of existing and	Research by Students	Book - Resource People	
ll learn about , feasts, etc. to the Communi cular area.	The students can research their particular area by interviewing senior citizens of that area and discussing at home the time of the feast day of each area. (Function) Make a calendar showing the dates of each area.	Resource people Senior Citizens Books - Resource Center i.e. Folklore Book - "The Healer of Los Olmos"	

EDUCATIONAL OBJECTIVE	CODE #	COMMUNITY	
		BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the history and organization of the community. A. Antonito a. Lobatos b. Las Mesitas c. Guadalupe d. Mogote e. Conejos f. San Antonio g. Ortiz h. San Miguel i. La Isla j. San Rafael k. Fox Creek	3.011	The child will learn the location, history topography of all the areas that make up the community.	Field trips Look at and discuss maps. Students in both languages (with teacher guidance) make a map showing location and points of interest.
		The child will learn about the historical buildings. monuments, industries of his community. a. Our Lady of Guadalupe b. Palace Hotel c. Joyce Block d. Narrow Guage (old depot) e. Mansion f. Buck fense g. Llava Tanque h. Mogote Peaks i. Flour Mills	Field trips Listen to resource people Tapes of stories about them. Listen and discuss History State Historical Society. Write letters to the S.H.S. to obtain information. Make a mural that tells the story of a community by symbols, pictures, represen tation, historical images. Take pictures of any intere ing community structure. Make a scrapbook Write a poem about any feat of community life.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
learn the ry topo- the areas he community.	Field trips Look at and discuss maps. Students in both languages (with teacher guidance) make a map showing location and points of interest.	Aerial maps (Court house) State maps Butcher paper Felt pens	Discussion and class participation. Oral Check on map reading
learn about buildings. ustries of	Field trips Listen to resource people	Senior citizens visits and tapes.	
y of Guadalupe Hotel ock Guage pot) se anque Peaks ills	Tapes of stories about them. Listen and discuss History from State Historical Society. Write letters to the S.H.S. to obtain information.		
	Make a mural that tells the story of a community by symbols, pictures, representation, historical images.		
	Take pictures of any interesting community structure.	Make slides to show students Use a cheap camera and take snap shots.	
	Make a scrapbook		
	Write a poem about any feature of community life.		

COMMUNITY

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Make items that early settle in your community might have used or worn. Use the old tools if available. Find out about local street names (when and why name was chosen)
	3.012	The child will learn about building materials used to construct the different types of houses and where they come from.	Visit buildings to be studie Let the student feel the dif types of builsing materials.
	3.013	The child will learn where the foods sold in the community come from, the conditions needed for their growth, and the foods grown in their area.	Visit a store - talk to the manager Visits to farms.

COMMUNITY

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Make items that early settlers in your community might have used or worn. Use the old tools if available.		
	Find out about local street names (when and why name was chosen)	Libraries Senior Citizens Museums Local Records Books Stores (antique, junk, surplu etc.)	
learn about ials used to different s and where .	Visit buildings to be studied. Let the student feel the different types of builsing materials.		
learn where in the from, the ded for their e foods area.	Visit a store - talk to the manager Visits to farms.		

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach about adobe architecture.	ML.001	The students will learn about adobe architecture of the Southwest.	Explain the Indian and Span influence in adobe architec Explain how adobes were mad Advantages and disadvantage adobe buildings Visit some adobe buildings, one that is falling down an if possible one under const tion. Build a small adobe house inside the room. Explain the function and th making of an horno. If pos visit a place where there i horno and try to sample bre baked in an horno.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
will learn rchitecture of .	Explain the Indian and Spanish influence in adobe architecture. Explain how adobes were made. Advantages and disadvantages of adobe buildings	Slides: Contemporary Spanish/Indian architecture Cultural Resource Center Old Spanish influence on buildings in the San Luis Valley Cultural Resource Center	Teacher made tests Teacher observation
	Visit some adobe buildings, one that is falling down and if possible one under construction.		
	Build a small adobe house inside the room.	Ice trays for making small adobes - straw and dirt.	
	Explain the function and the making of an horno. If possible visit a place where there is an horno and try to sample bread baked in an horno.	Pictures - Slides Book - Sun and Adobe by Oliver - Cultural Center Book - Sounds and Sights of Taos Valley by Blumenschein Cultural Center Book - Old Houses of New Mexico and the People who Built Them by Motto Cultural Center Book - Adobe Architecture by Stedman - Cultural Center	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach some of the dances from the Southwest and México.	ML.002	The students will learn some of the Southwest and Mexican dances	Southwest Dances Shotiz, Cuadrillas Valses, Varsovianas El Corrido México Las Chiapanecas, Jarabe Tapatio, La Raspa, La Bamba Los Viejitos, La Adelita Student directed seasonal si
To teach some of the Christmas and New Year activities from the Southwest and México	ML.003	The students will learn the four main Christmas and New Year activities practiced in the Southwest and México.	Southwest-Los Abuelos México - Las Posadas Dando Los Días El Dia de los Reyes

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill learn some st and Mexican	Southwest Dances Shotiz, Cuadrillas Valses, Varsovianas El Corrido México Las Chiapanecas, Jarabe Tapatio, La Raspa, La Bamba Los Viejitos, La Adelita	The Colorful Folklore of México - Cultural Center Parts I and II Mexican Dances (films) Folklore Mexicana (record) Paso a Paso (book and tape) Bailes a Colores (record and teacher guide) Folk Dance Records Mexican Folk Dances (record and guide)	Teacher observation
	Student directed seasonal singing	For the Southwest dances community people will have to be used. Very little is written concerning these dances.	
		Records El Valse del Grampa la Varsoviana	
ill learn the stmas and New s practiced in and México.	Southwest-Los Abuelos	Research done on Los Abuelos available at the Cultural Center	
	México - Las Posadas	Record and Books on Las Posadas Cultural Center	
	Dando Los Días		
	El Día de los Reyes	Community Resources will have to be used.	

CULTURE - RECREATION - SONGS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach and appreciate some of the old songs of the San Luis Valley, the Southwest and Mexico	ML.004	The students will be able to sing some of the songs of the San Luis Valley, the Southwest and México.	Listening and learning and singing some Hispanic and Mexican songs. Southwest - El venado y la venada Duérmete niño lindo Las Altas Torres Many others from the books and records mentioned unde materials

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AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill be able to he songs of the y, the South- o.	Listening and learning and singing some Hispanic and Mexican songs. Southwest - El venado la venada Duérmete niño lindo Las Altas Torres Many others from the books and records mentioned under materials	Buenos Días, Paloma Blanca by Cleofes Vigil New Mexican Alabados by Cleofes Vigil Spanish Folksongs of the Américas Spanish and Mexican Folk Music of New Mexico Folk Songs of México Folk Songs of Old México El Testamento Spanish Folk Music of Northern New Mexico and Southern Colorado by Alex Chavez Duérmete Niño by Alex Chavez Spanish Folksongs of the Americas by Jenny Wells Vincent Book - Music of the Spanish Folk Plays in New Mexico by Richard Stark Record: Bailes de Taos by Los Chopros Book: Hispanic Folk Songs of New Mexico by Robb Teaching Spanish in the Grades	Participation and observation

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CULTURE

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach about Hispanic weddings and baptisms.	HI.305	The students will learn basic information about weddings and baptisms.	Explain how the celebrat were carried on.

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HAVIORAL BJECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
will learn basic about weddings	Explain how the celebrations were carried on.	Book and Record Para Chiquitemos Book Cantemos by Luisa Munoz Record: Canciones Comicas Tape Canciones del Pasado by Ruth Marie Colville Adams State College Library Resource people and information from Cultural Resource Center Thesis: History and Folklore of San Pedro and San Pablo by Charlie Vigil	Participation and observation Discussion

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EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the students some of the early Hispanic games.	ML.006	The students will learn and play some of the games played in the Valley by the early settlers. 1. Los Tapatos 2. El Hueso 3. El Hoyo 4. El Chueco 5. Saca Pon 6. La Arriada 7. La Cozoleja 8. Pitarrilla 9. El Gallo	Explain and teach games in the room, some are good for cold day activities. El Checo and La Arriada are outside activities.

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HAVIORAL BJECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
will learn and the games played by the early ter	Explain and teach games in the room, some are good for cold day activities. El Checo and La Arriada are outside activities.	Community People Information available from the Cultural Resource Center Thesis: History and Folklore of San Pedro and San Pablo by Charlie Vigil Cultural Resource Center and Adams State College Library Thesis: Recreational Activities of the Early Spanish Settlers in the San Luis Valley by Orlando Sandoval Adams State College Library	Participation

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EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach about velorios and the Penitentes.	3.007	The student will learn basic information about velorios and the penitentes.	Explain the history and the behind the velorios and the tentes. Listen to some of t alabados. *Suggested for listening onl
To teach about the Southwest Santos and Santo Art.	3.008	The students will learn basic information about the Southwest Santos.	Show pictures of different Explain the development of Art. Explain how they were used what purpose. Relate to superstition.

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AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill learn basic bout velorios entes.	Explain the history and the idea behind the velorios and the penitentes. Listen to some of the alabados. *Suggested for listening only.	Community people Record: New Mexico Alabados by Cleofes Vigil Music of the Spánish folk Plays in New Mexico by Richard Stork Duermete Nino by Alex Chavez Magazine: La Luz Vol. Book: The Penitentes of the Southwest Lucifer and the Crucifix The Brotherhood of Light Passionesta of the Southwest The Penitente Moradas of Abiquiu	Discussion and observation
will learn basic bout the South-	Show pictures of different Santos. Explain the development of Santo Art. Explain how they were used and for what purpose. Relate to superstition.	Living legends of Sante Fe Co. by Alice Bullock Puro Mexicano by Frank Dobie Taos Wood Carver by Patrocinio Barela The Healer of Las Olmos by Wilson Hudson New Mexico Santos by Boyd and Bruse Santos Slide presentation - Albino Gonzales - A.S.	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach about village patron saint celebrations.	3.003	The students will learn basi information about patron saint celebrations.	1. Discuss the idea of pat saint celebrations. 2. Inform students that ma villages were named aft a saint. Background: The celebration usually sta with vespers on the night p ceeding the celebration. O the day of the celebration would be a mass in the mor with games in the afternoo Chueco Dancing El gallo La Arriada Horse racing. At night they had more danci and played canutes, gallo, pitarrilla. 3. Visit an old village chu 4. Show pictures of a celeb tion. 5. Research - Tape stories told by senior citizens in the community.

CULTURE - PATRON SAINT CELEBRATIONS

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll learn basi ut patron ons.	1. Discuss the idea of patron saint celebrations. 2. Inform students that many villages were named after a saint. Background: The celebration usually started with vespers on the night preceding the celebration. On the day of the celebration there would be a mass in the morning with games in the afternoon. Chueco Dancing El gallo La Arriada Horse racing. At night they had more dancing and played canutes, gallo, pitarrilla. 3. Visit an old village church 4. Show pictures of a celebration. 5. Research - Tape stories told by senior citizens in the community.	Thesis: History and Folklore of San Pedro and San Pablo by Charlie Vigil - A.S.C. Cultural Resource Center Book: New Mexico Place Names by T.M. Pearce Cultural Resource Center Thesis: Recreational Activities of the Early Spanish Settlers in the San Luis Valley by Orlando Sandoval Adams State College Library San Luis Valley Historian Vols. I - V Cultural Resource Center Film: And Now Miguel San Luis Valley Audio Visual Center Magazine: La Luz Cultural Resource Center Book: And Now Miguel by Joseph Krumgold Cultural Resource Center Community Resources Book: Music of the Spanish Folk Plays in New Mexico Del Norte Church booklet	Observation and Enthusiasiam Discussion

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CULTURE - HERB KNOWLEDGE

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach about the use of herbs for healing purposes throughout the Southwest	3.010	The students will learn about the most common healing herbs of the Southwest 1. Name 2. Identify 3. Part of the plant used 4. Preparation	Explain the herb knowledge influence from the Moors, Spanish and Indians. Explain what herbs were used and for what illnesses, examine some herbs and sampl a few Relate to and explain superstition, e.g. witch craft Have students bring samples herbs. Common herbs: 1. Chamiso Pardo/hediondo 2. Yerba buena 3. Poleo 4. Maluas 5. Rosa de Castilla 6. Ochá 7. Romero 8. Alamilla 9. Plumajillo 10. Estafiate 11. Asafran 12. Mansanilla 13. Canutillo 14. hediondilla 15. Ruda 16. Mariola 17. Altamisa

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
will learn common heal- the Southwest y the plant - tion	Explain the herb knowledge influence from the Moors, Spanish and Indians. Explain what herbs were used and for what illnesses, examine some herbs and sample a few. Relate to and explain superstition, e.g. witch craft Have students bring samples of herbs. Common herbs: 1. Chamiso Pardo/hediondo 2. Yerba buena 3. Poleo 4. Maluas 5. Rosa de Castilla 6. Ocha 7. Romero 8. Alamilla 9. Plumajillo 10. Estafiate 11. Asafran 12. Mansanilla 13. Canutillo 14. hediondilla 15. Ruda 16. Mari[illegible] 17. Altamisa	Thesis: Medical Folklore of the Spanish speaking people of the San Luis Valley by Frances Gomez Adams State College Library Cultural Differences and Medical Care by Lyle Saunders Book Book: Healing Herbs of the Rio Grande Cultural Resource Center Herb Samples Cultural Resource Center Book: Texas Folk and Folklore Healer of los Olmos Cultural Resource Center Community Resources Texas Folk Medicine by Anderson	Observation Discussion

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the students about some of the common Hispanic and Mexican foods.			
	ML.011	The students will learn about the most popular foods from Mexico and the Southwest.	Explain how foods were prepar and prepare some in the class
	ML.012	The children will learn about foods that are regional and are used by the people of the San Luis Valley.	Present to the children foods that are regional and used by the people of the San Luis Valley. A. Plant derivatives 1. atole and chaqueque (made of corn meal) 2 bizcochitos (cookies 3. burritos (wheat tortillas) 4. calabazitas (green squash) 5. capiortoda (bread pudding) 6. capulin (chokecherries jam and wine) 7. champes (rose hips - jam)

HAVIORAL BJECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
s will learn ost popular Mexico and the n will learn that are s are used by of the San Luis	Explain how foods were prepared and prepare some in the classroom Present to the children foods that are regional and used by the people of the San Luis Valley. A. Plant derivatives 1. atole and chaqueque (made of corn meal) 2 bizcochitos (cookies 3. burritos (wheat tortillas) 4. calabazitas (green squash) 5. capiortoda (bread pudding) 6. capulin (chokecherries jam and wine) 7. champes (rose hips - jam)	Recipes Community people Rose Hip Jam: a. bring rose hips to class b. rinse thoroughly c. boil until tender d. put through a sieve e. add sugar to puree, (a cup of sugar to a cup of puree) f. boil to desired thickness g. eat and enjoy.	Participation

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			8. chicos (dried corn) 9. chile (red and green) a. chile caribe b. chile rellenos con 10. beans ques 11. enchiladas 12. guacamole salad 13. tacos 14 tortillas a. yellow corn b. blue corn c. wheat 15 tostadas 16 tamales 17. panocha (wheat conserve) 18. posole (hominy) 19. pinon nuts 20. quelitas (wild spinach) 21. verdolagas (purslane) B. Animal derivitives *1. arroz con leche (sweet rice) *2. arroz con pollo (chicken with rice 3. burrinates (baked intestines) 4. Cabeza de borreguito (baked lambs head) *both plant and animal

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VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	8. chicos (dried corn) 9. chile (red and green) a. chile caribe b. chile rellenos con queso 10. beans 11. enchiladas 12. guacamole salad 13. tacos 14. tortillas a. yellow corn b. blue corn c. wheat 15. tostadas 16. tamales 17. panocha (wheat conserve) 18. posole (hominy) 19. pinon nuts 20. quelitas (wild spinach) 21. verdolages (purslane) B. Animal derivitives *1. arroz con leche (sweet rice) *2. arroz con pollo (chicken with rice 3. burrinates (baked intestines) 4. Cabeza de borreguito asado (baked lambs head) *both plant and animal	Bring a metate to grind wheat and corn. Bring milk and junket tablets to make cheese. Fiesta of Mexican foods - have parents bring a cover Mexican dish and have a ta Bring Mexican cookbooks and find related pictures of various foods and dishes.	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			5. colitas de borreguito (roasted lamb tails) 6. orejas de cerdo asadas (roasted pigs ears) 7. carne adobada (meat marinated in red sauce before drying) 8. cuajada (soft cheese) 9. empanaditas de carne (fried meat popover) 10. empanaditas de calabaza (pumpkin popover) 11. sangre cuajador con semillas de chile (blood sausage) 12. torta de huevo con chil colorado (omlete with red chile) 13. huevos rancheros.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	5. colitas de borreguito (roasted lamb tails) 6. orejas de cerdo asadas (roasted pigs ears) 7. carne adobada (meat marinated in red chile sauce before drying) 8. cuajada (soft cheese) 9. empanaditas de carne (fried meat popover) 10. empanaditas de calabaza (pumpkin popover) 11. sangre cuajador con semillas de chile (blood sausage) 12. torta de huevo con chile colorado (omlete with red chile) 13. huevos rancheros.	Wild Spinach: a. bring wild spinach to class. b. rinse thoroughly c. cook in small amount of water with salt added. d. fry bacon bits until crisp. In bacon fat fry onions until brown. e. add to cooked spinach. f. provide tortillas for tasting party.	

CULTURE - FOODS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
		After being introduced to the regional foods, the children will know:	
	ML.013	1. What foods are derived from plants.	Have children describe some their favorite foods and how is prepared.
	ML.014	2. What foods are derived from animals.	Have children bring recipes home. Make a collection and compare. The same food will prepared in many different
	ML.015	3. The various ways of preparing regional foods.	
	ML.016	4. Appreciate the regional foods handed down to us by our creative and intelligent forefathers.	

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AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ntroduced to foods, the know:			
s are derived ts.	Have children describe some of their favorite foods and how it is prepared.		Participation
s are derived als.			Discussion
us ways of regional	Have children bring recipes from home. Make a collection and compare. The same food will be prepared in many different ways.		Language usage
e the regional ded down to creative and nt forefathers.			

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FRUITS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach various fruits.		Children will:	
	ML.017	1. recognize fruits by sight when seen among other food;	Field trip to a supermarke (or supermarkets) to see different fruits.
	ML.018	2. recognize the different fruits by taste when fruit is cut up for "tasting part ;"	Have a fruit tasting party each fruit separate, then a fruit salad.
	ML.019	3. be able to "specify the different ways in which fruit can be used;	Prepare apple sauce in the classroom.
	ML.020	4. know where the different fruits come from - what areas as well as how they are grown, cultivated and harvested.	Have "fruit" as a topic in the magic circle for sever days.
			Example exercises: My favorite fruit is ______ because ______________. I feel ___________ when I eat __________________. I think your favorite frui is ______________, because ________________. Fruit is good for your health because __________ Etc.
			Talk about the different uses of food and different ways in which they can be prepared.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
: ze fruits by hen seen among ood; ze the different by taste when s cut up for g part ;" to "specify the nt ways in which an be used; ere the differ- its come from - ens as well as y are grown, ted and harves-	Field trip to a supermarket (or supermarkets) to see different fruits. Have a fruit tasting party - each fruit separate, then in a fruit salad. Prepare apple sauce in the classroom. Have "fruit" as a topic in the magic circle for several days. Example exercises: My favorite fruit is ________ because ______________. I feel __________ when I eat ________________. I think your favorite fruit is ______________, because ________________. Fruit is good for your health because ______________. Etc. Talk about the different uses of food and different ways in which they can be prepared.	Book "Quiero Aprender a Cocinar" Editorial Molino Barcelona.	After a review: 1. Children will be able to name the fruit orally with 90 accuracy. 2. Recognize the different frui by taste with 80% accuracy. 3. Know the different uses of fruits with 80 accuracy. 4. Know where the different fruit come from, place climate, how grown and harvested (80%) 5. Know the regional fruits.

FRUITS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Make models of fruits using clay or play dough. Show and discuss pictures of fruits. Discuss colors of different fruits. Have children cut pictures o fruits from magazines, cans, etc. Sing "Manzana Dulce Límon Partido." Play the game "upset the fruit basket." Play "fruit quizmo" (like bi Set up a fruit market. Students will go "shopping." Sing - This is the way I eat ________, etc, using the na of fruits and the days of th week. Sing "El Supermercado" Make charts using pictures fruits - can be obtained in large sizes from any supermarket for the asking.

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Make models of fruits using clay or play dough. Show and discuss pictures of fruits. Discuss colors of different fruits. Have children cut pictures of fruits from magazines, cans, etc. Sing "Manzana Dulce Límon Partido." Play the game "upset the fruit basket." Play "fruit quizmo" (like bingo) Set up a fruit market. Students will go "shopping." Sing - This is the way I eat _________, etc, using the names of fruits and the days of the week. Sing "El Supermercado" Make charts using pictures of fruits - can be obtained in large sizes from any supermarket for the asking.	Recipe for Play dough: 1½ cups flour ½ cup salt ¼ cup water A few drops liquid soap A few drops vegatable food color Mix flour and salt in a bowl Add water, soap and food color slowly Form into a ball Its ready for children to enjoy. Language Development Cards Economy Company Handout ¡Hola! ¡Vamos a Cantar! Shawnee Press, Inc. Delaware Water Gap, PA. Higiene y alimentacion Millikin Publishing Co. St. Louis, MO.	

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FRUITS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			These same large sized pictu of fruit can be made into costumes for a play on fruit Make riddles about fruits. (there are some Spanish riddles in the Spanish form) Show transparencies of fruit Fix holiday fruits.

HAVIORAL BJECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	These same large sized pictures of fruit can be made into costumes for a play on fruits. Make riddles about fruits. (there are some Spanish riddles in the Spanish form) Show transparencies of fruits. Fix holiday fruits.	Party foods: Santa Claus - Use an apple for the body, a pink marshmallow for the head. Tint marshmallows black for hands and feet, gumdrops held in place for features. Make red crepe paper cap with cotton tip. Make cotton beard, cuffs, etc. Pear Rabit - Place lettuce on a plate, pear half for rabbits body, carrot sticks for ears, pink gumdrops for eyes and nose. "Tooth pick whiskers, marshmallow tail. Other related material: My Pictionary Scott Foresman and Co. El Libro Colorante de Las Comidas Buenas U.S. Dept. of Agricultural Consumer and Marketing Service Washington, D.C. 20250 Dime Lo Que Comes Par Juan Fernandez Edigraf, Barcelona	

FRUITS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
		Paqueña Encliclopedia Editorial Cantabina Artes Gráfioas Gríjelmo S A Uribitarte Bilhao What We Do Day By Day National Dairy Council P.O. Box 1581 Pueblo Colorado 8100	

SUGGESTED INSTRUCTOR REFERENCE

MENUS AND VOCABULARIES

Las Vegetales - Vegetables

las aceitunes	olives	los entremeses	hors d'oeuvres
el aquacate	avacado	los espérragas	asparagua
el ajo	garlic	la espinaca	spinach
el ápio	celery	los frijoles	beans
el arroz	rice	el hongo	mushroom
la calabaza	pumpkin	la lechuga	lettuce
el camote	sweet potatos	las legumbres	vegetables
la cebolla	onion	las papas	potatos
los chícharos	peas	la pastinaca	parships
el chile	hot pepper	el pepino	cucumber
el chile para rellenar	bell papper	el perejil	turnip
la col	cabbage	o el nabo	
la col fermentade	sauerkraut	los rábanos	radishes
la coliflor	cauliflower	las setas	mushrooms
los ejotes	stringbeans	el tomate	tomato
el elote	corn on the cob	las zanahorias	carrots

Las Frutas - Fruits

los albaricoques	apricots	las guayabas	guavas
las cereza	plums	los higos	figs
las ciruelas	prunes	los límon	lemon
el coco	coconut	las limas	lime
los duraznos o		el mango	mango
melocotón	peaches	las manzanas	apples
las frambuesas	raspberries	el melon	cantoloupe
las fresas	strawberries	la mora	mulberry
con nata	with cream	las naranjas	oranges
la frute	fruit	la papaya	papaya
la pera	pear	la piña	pineapple
los platanos	bananas	las uvas	grapes
la toranja	grapefruit	la zarzamora	blackberry

La Ensalada - The Salad

la ensalada de ápio	celery salad
la ensalada de pepinos	cucumber salad
la ensalada de fruta	fruit salad
el guacamole	avacado pear salad
la ensalada mixta	mixed salad
la lechuga	lettuce salad

Los Poscados - Fish

las almejas	clams	el linguado	sole
las anchoas	anchovies	la ostras	oysters
los arenoues	herring	el pescado	fish
el bacalao	codfish	la perca	perch
el bonito	tunny	el pez espada	swordfish
los callos	tripe	el salmón	salmon
los camarones	shrimp	el salmón abumado	smoked salmon
los caracoles	snails	las sardinas	sardines
el caviare	caviar	el solo	pike
la langosta	lobstor		

Las Carnes - Meat

el asado	roast	el filete de ternera	filet of veal
los avos	puoltry	el ganso	goose
el biftec	beef steak	el guajolote o pavo	turkey

la coliflor	cauliflower	las setas	mushrooms
los ejotes	stringbeans	el tomate	tomato
el elote	corn on the cob	las zanahorias	carrots

Las Frutas - Fruits

los albaricoques	apricots	las guayabas	guavas
las cereza	plums	los higos	figs
las ciruelas	prunes	los límon	lemon
el coco	coconut	las limas	lime
los duraznos o		el mango	mango
melocotón	peaches	las manzanas	apples
las frambuesas	raspberries	el melon	cantoloupe
las fresas	strawberries	la mora	mulberry
con nata	with cream	las naranjas	oranges
la frute	fruit	la papaya	papaya
la pera	pear	la piña	pineapple
los platanos	bananas	las uvas	grapes
la toranja	grapefruit	la zarzamora	blackberry

La Ensalada - The Salad

la ensalada de ápio	celery salad
la ensalada de pepinos	cucumber salad
la ensalada de fruta	fruit salad
el guacamole	avacado pear salad
la ensalada mixta	mixed salad
la lechuga	lettuce salad

Los Poscados - Fish

las almejas	clams	el linguado	sole
las anchoas	anchovies	la ostras	oysters
los arenques	herring	el pescado	fish
el bacalao	codfish	la perca	perch
el bonito	tunny	el pez espada	swordfish
los callos	tripe	el salmón	salmon
los camarones	shrimp	el salmón abumado	smoked salmon
los caracoles	snails	las sardinas	sardines
el caviare	caviar	el solo	pike
la langosta	lobstor		

Las Carnes - Meat

el asado	roast	el filete de tenera	filet of veal
los avos	puoltry	el ganso	goose
el biftec	beef steak	el guajolote o pavo	turkey
la cabeza de ternera	calf's head	el hígado	liver
la carne	meat	el jamón	ham
la carne fría	cold cuts	la lengua	tongue
la carne molida	ground meat	el mole	chicken in chocolate sauce
el cerdo	pork		

el chile relleño	stuffed peppers	la paloma	pigeon
el chorizo o salchiche	sausage	el pato	duck
la chuleta	chop	la pechuga	chicken breast
la chuleta de camero	motton chop	la perdiz	partridge
chuleta de cordero	lambchop	el pollo	chidken
chuleta de puerco	pork chop	los riñones	kidneys
el ciervo -venado	venison	la ternera	veal
el conejo	rabbit	el tocino	bacon
el cordero	lamb	la vaca	beef
las costillas de cerdo	spareribs	el faisán	pheasant
el filete milanesa	breaded veal chops		

Los Huevos - Eggs

los huevos	eggs	los huevos pasados al agua	soft-boiled eggs
los huevos cocidos	hard-boiled eggs	los huevos pochos	poched eggs
los huevos revueltos	scrambled	los huevos fritos	fried eggs
huevos y tocino	eggs and bacon		

Desserts - Postres

los brunelos de fruta	fruit tart	la macedonia	fruit salad
el coctel de aguacate	avocado cocktail	las natillas	custard
el coctel de fruta	fruit cocktail	la nieve	sherbert
la compota	stewed fruit	el postre	dessert
el flan	custard	el queso	cheese
las galletas	tea cakes	la torta	cake
el helado	ice cream	los confites dulces	candies

Beverages - Las Bebidas

el agua	water	la ginebra	gin
el aguardiente	brandy	el hielo	ice
el café	coffee	el jerez	sherry
el cafe con crema	with cream	el jugo de naranja	orange juice
el café negro	black coffee	el jugo de tomate	tomato juice
la cerveza	beer	el jugo de toronja	grapefruit juice
el chocolate	chocolate	el rom	rum
la leche	milk	el whisky	whiskey
el té	tea	el gifon	soda
el vino	wine	la sidra	cider
la lemonada	lemonade	la soda o gaseosa	soda pop
los licores	liqueors	la naranjado	orangeade
la leche malteada	malted mile	el refresco	iced drink

Bread

el cake, la torta	cake	los dulces	candy
el pan tostado	toast	el pastel	pie
el bizcochito	Spanish cookie	las galletas	crackers
el panecillo	roll	los bizcocho	sponge cake
la tortilla	tortilla		

Basic Phrases

la cuenta	the check	la carta	the menu
el breakfast	desayuno	la comida	dinner
el almuerzo	heavy breakfast	la cena	heavy supper
el retrete común	the toilet	la merienda	light supper

Condiments and Cutlery

el aceite	oil	la jalea	jelly
el azúcar	sugar	el cacahuate	peanut
la cuchara	spoon	la especia	spice
la conserva	preserve	la harina	flour
el cuchillo	knife	la primienta	pepper

Desserts - Postres

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Bread

el cake, la torta	cake	los dulces	candy
el pan tostado	toast	el pastel	pie
el bizochito	Spanish cookie	las galletas	crackers
el panecillo	roll	los bizocho	sponge cake
la tortilla	tortilla		

Basic Phrases

la cuenta	the check	la carta	the menu
el breakfast	desayuno	la comida	dinner
el almuerzo	heavy breakfast	la cena	heavy supper
el retrete comun	the toilet	la merienda	light supper

Condiments and Cutlery

el aceite	oil	la jalea	jelly
el azúcar	sugar	el cacahuate	peanut
la cuchara	spoon	la especia	spice
la conserva	preserve	la harina	flour
el cuchillo	knife	la primienta	pepper
la mantecuille	butter	la sal	salt
la mostaza	mustard	la sopa o el caldo	soup
el pan	bread	la salsa	gravy
el tenedor	fork		

la almendra	almond	la tostada	toast
el vinagre	vinegar	la mostaza	mustard
la menteca	lard	la miel	honey
la nuez	nut		

Others

boiled	cocido
fried	frito
roast	asado
breaded	empanado
rare	poco cocido
well done	bien cocido
la hamburguesa	hamburger
el sandwich	sandwich
el perro caliente	hot dog
la mantequilla de cacahuate	peanut butter
las palomitas de maíz	pop corn
las nueces	nuts
confite de altea	marshmallows
el barquillo de helado	ice cream cone
el pudín	pudding
la gelatina	jello

EL QUESO

DE LA VIEJA Y EL VIEJO

UNA vieja y un viejo tenían, un queso.

Vino un ratón y se comió el queso, que tenían la vieja y el viejo.

Vino un gato y se comió al ratón, que se comio el queso, que tenian la vieja y el viejo.

Vino un perro y mató al gato, que se comió al ratón, que se comió el queso, que tenían la vieja y el viejo.

Vino un palo y le pegó al perro, que mató al gato, que se comió al ratón, que se comió el queso, que tenían la vieja y el viejo.

Vino el fuego y quemó el palo, que pegó al perro, que mató al gato, que se comió al ratón, que se comió el queso, que tenían la vieja y el viejo.

Vino el agua y apagó el fuego, que quemó el palo, que pegó al perro, que mató al gato, que se comió al ratón, que se comió el queso, que tenían la vieja y el viejo.

Vin un buey y se bebió el agua, que apagó el fuego, que quemó el palo, que pegó al perro, que mató al gato, que se comió al ratón, que se comió el queso, que tenían la vieja y el viejo.

El buey se acostó y el cuento se acabó.

J. A. SANCHEZ PÉREZ

SIGUE CONTESTANDO

--¿Cómo se llaman las frutas que hay dibujadas aquí?
--Dí el color que tiene cada una.
--¿Dónde nacen las frutas?
--¿Cómo se comen las frutas, crudas o guisadas?
--¿Has comido frutas metidas en latas?
--¿Cómo se llamaban esas frutas?
--¿Cómo se llama el objecto en donde se ponen las frutas?

NARANJA DULCE, LIMÓN PARTIDO

Naranja dulce, limón partido,

dame un abrazo, que yo te pido

Si fueran falsos mis juramentos

en otro tiempo se olvidarán

Toca la marcha

mi pecho llora

Adiós, señora, yo ya me voy

a mi casita de sololoi

a comer tacos y no le doy.

EL QUESO

DE LA VIEJA Y EL VIEJO

UNA vieja y un viejo tenían, un queso.

Vino un ratón y se comió el queso, que tenían la vieja y el viejo.

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El buey se acostó y elcuento se acabó.

J. A. SANCHEZ PÉREZ

El niño que se escogió se queda adentro y el otro se sale del juego.

SIGUE CONTESTANDO

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Toca la marcha

mi pecho llora

Adiós, señora, yo ya me voy

a mi casita de sololoi

a comer tacos y no le doy.

Se forma una rueda tomándose de mano
giran alrededor de una niña o niño.

El que esté adentro escoge a quien cu
y lo abraza.

Marcan el tiempo con los pies y se dicen adiós tomándose de mano.

Las comidas (meals of the dav)

Para el desayuno tomo café y pan.
Para el desayuno Mariá toma leche, pan,
y una naranja.
El hombre no toma el desayuno.
El hombre toma el almuerzo.
El hombre toma pan, jamón, huevos, y café.
Para la comida toma carne, papas,
lechuga, té y una manzana.
Para la merienda toma chocolate y pan.
El hombre toma la cena.
Para la cena el hombre toma carne, pan,
frijoles, café, con leche, y peras.

Las verduras y las frutas

La lechuga es verde.
La manzana es roja.
El plátano es amarillo.
La zanahoria es color de naranja.
Me justa la piña.
Me gustan los ejotes.
Las peras son buenas.
La carne es buena.
Mi madre prepara la comida.
Ella hace el pan.
Mi padre es grande.

Dialoge

La madre y la hija están en la cocina.
La madre prepera la comida y la hija ayuda.
La hija se llama María.

--Ud. prepara una comida my buena.

--Sí, Mariá. El abuelo y la abuela
vienen a comer.

--¿Vamos a tener pollo frito?

--Sí, a los abuelos los gusta mucho el
pollo frito.

--A mí me gusta también.

--Preparo elotes, chícharos, ensalada
de frutas, y un pastel de chocolate.

--¿Pongo la mesa de comedor?

--Sí, hija; Vamos a usar la loza buena.

--Pongo solo platos. También pongo
vasos pera el agua, cuchillos, tenedores,
y cucharas. Pongo cuatro platitos y
cuatro tazas para usted, mi padre, y mis
abuelos

--Muchas gracias, María.

(milk)	la leche
(ham)	el jamón
(egg)	el huevo
(meat)	la carne
(potatos)	las papas
(lettuce)	la lechuga
(tea)	el té
(orange)	la naranja
(lemon)	el limón
(banana)	el plátano
(apple)	la manzana
(pear)	la pera
(beets)	los betabeles
(cabbage)	el repollo
(corn)(on cob)	el elote
(green beans)	los ejotes
(dried beans)	los frijoles
(carrot)	la zanahoria
(English peas)	los chícharos
(fried chicken)	pollo frito
(pie)	el pastel
(dishes)	la loza

Me gustan los ejotes.
Las peras son buenas.
La carne es buena.
Mi madre prepara la comida.
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--Muchas gracias, María.

--De nade, mamá. (You are welcome, mama)

(lemon)	el limón
(banana)	el plátano
(apple)	la manzana
(pear)	la pera
(beets)	los betabeles
(cabbage)	el repollo
(corn)(on cob)	el elote
(green beans)	los ejotes
(dried beans)	los frijoles
(carrot)	la zanahoria
(English peas)	los chícharos
(fried chicken)	pollo frito
(pie)	el pastel
(dishes)	la loza
(plate)	el plato
(glass)	el vaso

POESÍA DE FRUTAS

FRUITS

NARANJA

Los naranjos de mi Huerta
perfumados con azahar
están llenos de los frutos
que ahora acabo de cortar.

Naranja jugosa y dulce
de lindo color de sol
fruto maduro y sabroso
de los naranjos en flor.

--L. M. Serrafel

LA CANASTITA DE FRUTAS

Da ricas frutas que hay en la huerta
mi canastita voy a llenar;
naranjas dulces
manzanas frescas
ciruelas rojas
voy a cortar.

--Lozano

LA MANZANA

La manzana se pasea
por la sala y comedor;
no la comas con cuchillo,
cómela con tenedor.

EL FRUTERITO

Soy fruterito
vengo a vender
fruta muy buena
cómprela usted.

Traigo naranjas
ricas manzanas
y peras dulces
para escoger.

--Cadron

EL FRUTERITO

Soy fruterito tengo mi huerta
con muchos árboles
cerca de aquí;
corto las frutas;
corro a venderlas
y digo así

Vengan niños a comprar;
traigo peras, chabacanos
y a cinco los montoncitos
y a cinco para acabar.

Soy fruterito tengo mi huerta
con muchos árboles
cerca de aquí;

Vendo las frutas
cargo mi cesta
y muy contento
me voy de aquí.

--Hugo Gonzatti

NARANJAS

Los naranjos de mi huerto
perfumados con azahar
estan llenos de los frutos
que ahora acabe de cortar.

Naranjas jugosas, dulces
delindo color de sol
fruta madura y sabrosa
de las naranjas en flor.

--A. Orozco y P. Padilla

FRUTAS TROPICALES

QUE NOS DIGA
La piña olorosa
de los huertos
en que ella nació.

Que nos cuente también
la naranja de aquellos
huertos, sus huertos
bañados de sol.

Las Riveras
del río Papaloapande
el de aguas azules
Y suave rumor.

En nuestra tierra
es la tierra caliente
donde el sol
sus riquezas regó.

Traigo naranjas
ricas manzanas
y peras dulces
para escoger.

--Cadron

LA CANASTITA DE FRUTAS

Da ricas frutas que hay en la huerta
mi canastita voy a llenar;
naranjas dulces
manzanas frescas
ciruelas rojas
voy a cortar.

--Lozano

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y a cinco para acabar.

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Vendo las frutas
cargo mi cesta
y muy contento
me voy de aquí.

--Hugo Gonzatti

NARANJAS

Los naranjos de mi huerto
perfumados con azahar
estan llenos de los frutos
que ahora acabe de cortar.

Naranjas jugosas, dulces
delindo color de sol
fruta madura y sabrosa
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La piña olorosa
de los huertos
en que ella nació.

Que nos cuente también
la naranja de aquellos
huertos, sus huertos
bañados de sol.

Que nos hable
La caña de azúcar
de los flecos con
que ella adornó.

Las Riveras
del río Papaloapande
el de aguas azules
Y suave rumor.

En nuestra tierra
es la tierra caliente
donde el sol
sus riquezas regó.

Y entre cantos
alhondras
y tordos la semilla
morena se abrió.

--R. Zapate y L. Lizarraga

EL FRUTERO

Mi canasta está llena
de frutas hermosas
estan bien maduras;
y todas sabrosas
y rojas ciruelas
inaranjas, plátanos
y el frutero se val

VEGETABLES

EL MAIZ

Sembremos con alegría
los granitos de maíz
en ricas tierras con carino
serán un porvenir.

Y ya vemos los maizales
muy alegres
los cosecharemos ya muy prento
el maíz de nuestro afán.

Probaremos rice pozole
con tortillas que hace mamá
tamalitos frescos, pinole
que el maíz nos ofrecerá.

EL FRIJOLITO

Unas vainitas muy lindas
de una plantita corté.
Después abrí las vainitas,
y frijolitos halle.

OTHERS

¿QUÉ COMER? (What to Eat?) (Tune of "Brother John)

Hoy es lunes.
Hoy es lunes.
¿Qué comer?
¿Qué comer?
Lunes los ejotes.
Lunes los ejotes.
M-m-m, M-m-m.

Hoy es martes,
Hoy es martes,
¿Qué comer?
¿Qué comer?
Lunes los ejotes,
Martes los camotes.
M-m-m, M-m-m.

Hoy es miércoles,
Hoy es miércoles,
¿Que comer?
¿Qué comer?
Martes los camotes,
Miércoles las fresas.
M-m-m, M-m-m.

Hoy es juevas,
Hoy es juevas.
¿Qué comer?
¿Qué comer?
Miércoles las fresas,
Juevas las cerezas.
M-m-m, M-m-m.

Hoy es viernes,
Hoy es viernes.
¿Qué comer?
¿Qué comer?
Juevas las cerezas,
Viernes el pescado.
M-m-m, M-m-m.

Hoy es sábado,
Hoy es sábado.
¿Qué comer?
¿Qué comer?
Viernes el pescado,
Sábado helado.
M-m-m, M-m-m.

Hoy es domingo,
Hoy es domingo.
¿Qué comer?
¿Qué comer?
Algo hay de todo,
Y de este modo,
Lunes los ejotes,
Martes los camote;
Miércoles las fresas,
Jueves las cerezas,
Viernes el pescado,
Sábado helado
¡Ay de mí, ay de mí!

EL TORTILLERO

Nocha obscura
nada veo
pero llevo mi farol;
voy pasando por tu puerta
y cantando con amor.
Más voy cantando
con mucha pena
¿Quién compra mis tortillitas?

LA COSECHA

Es tiempo de la cosecha
la tierra nos va a ofrecer
las legumbres que sembramos
y hoy vamos a recoger

Tenemos lindas zanahorias
alcachofas, betabel,
acelagas y verdolagas

muy alegres
los cosecharemos ya muy prento
el maí de nuestro afán.

Probaremos rice pozole
con tortillas que hace mamá
tamalitos frescos, pinole
que el maíz nos ofrecerá.

OTHERS

QUÉ COMER? (What to Eat?) (Tune of "Brother John)

Hoy es lunes.
Hoy es lunes.
¿Qué comer?
¿Qué comer?
Lunes los ejotes.
Lunes los ejotes.
M-m-m, M-m-m.

Hoy es martes,
Hoy es martes,
¿Qué comer?
¿Que comer?
Lunes los ejotes,
Martes los camotes.
M-m-m, M-m-m.

Hoy es miércoles,
Hoy es miércoles,
¿Que comer?
¿Qué comer?
Martes los camotes,
Miércoles las fresas.
M-m-m, M-m-m.

Hoy es juevas,
Hoy es juevas.
¿Qué comer?
¿Qué comer?
Miércoles las fresas,
Juevas las cerezas.
M-m-m, M-m-m.

Hoy es viernes,
Hoy es viernes.
¿Qué comer?
¿Qué comer?
Juevas las cerezas,
Viernes el pescado.
M-m-m, M-m-m.

Hoy es sábado,
Hoy es sábado.
¿Qué comer?
¿Qué comer?
Viernes el pescado,
Sábado helado.
M-m-m, M-m-m.

Hoy es domingo.
Hoy es domingo.
¿Qué comer?
¿Qué comer?
Algo hay de todo,
Y de este modo,
Lunes los ejotes,
Martes los camote;
Miércoles las fresas,
Jueves las cerezas,
Viernes el pescado,
Sábado helado
¡Ay de mí, ay de mí!

EL TORTILLERO

Nocha obscura
nada veo
pero llevo mi farol;
voy pasando por tu puerta
y cantando con amor.
Más voy cantando
con mucha pena
¿Quién compra mis tortillitas?
¡Tortillas buenas!

AL MERCADO

Muy de mañana voy al mercado
a hacer las compras con mi mamá
y siempre llevo mi canastita
que conla fruta voy a llenar.

LA COSECHA

Es tiempo de la cosecha
la tierra nos va a ofrecer
las legumbres que sembramos
y hoy vamos a recoger

Tenemos lindas zanahorias
alcachofas, betabel,
acelagas y verdolagas
que el niño se ha de comer.
(se repite)

Es tiempo de la cosecha
alegres vamos a estar
con las verdures tan frescas
que acabamos de cortar.

--R. Zapata

BUEN APETITO

Siempre como con mucho
apetito.
En la calle
nó tomo jamás,
ni refrescos,
ni dulces, ni nada,
porque puedo
si lo hago, enfermar.

EN LA COMIDA

A la hora
de la comida,
no tomo ninguna bebida.
Como fruta
bien madura
carne asada
converdura.

FRUTA

Diariamenta
como fruta,
fresquecita
y bien madura.

MASCAR BIEN

Con mis dientecitos
siempre másco bien
y muy despacito,
lo que he de comer.

ÁRBOLES FRUTALES

En mi huertita hay granados,
chavaconos y ciruelos;
capulines y manzanos
perales y limoneros.

Mi papa trae muchos libros y
los lee con atención; porque quiere,
que cada año, se de la fruta mejor.

EL FRUTERO

En el centro de la mesa,
hay un hermoso frutero
que de frutas exquisitas,
siempre lo tenemos lleno.

Limas, manzanas, pepinos,
naranjas, uvas y peras;
mameyes, duraznos, chicos,
capulines y ciruelas.

NO

¿ Qué y coma fruta verde?

MANZANA

Una manzanita
fresca y perfumada
diavio me la como
con todas mis ganas.

Estoy como ella
de muy buen color
estoy saludable
y de muy buen humor.

EL MANGO

Mangos dulces y sabrósos
nos trae siempre mi mamá;
porque dice que la fruta
salud y fuerza nos da.

PERA

Una perita madura
a diario me he de comer,
para estar muy saludable
v buenos guesos tener.

UVAS

Que ricas las uvas;
¡ay! Que buenas son;
miron estas grandes
de negro color.

En esta cestita
las colocaré
y dentro de un rato
me las comeré.

converdura.

FRUTA

Diariamenta
como fruta,
fresquecita
y bien madura.

MASCAR BIEN

Con mis dientecitos
siempre másco bien
y muy despacito,
lo que he de comer.

ÁRBOLES FRUTALES

En mi huertita hay granados,
chavaconos y ciruelos;
capulines y manzanos
perales y limoneros.

Mi papa trae muchos libros y
los lee con atención; porque quiere,
que cada año, se de la fruta mejor.

EL FRUTERO

En el centro de la mesa,
hay un hermoso frutero
que de frutas exquisitas,
siempre lo tenemos lleno.

Limas, manzanas, pepinos,
naranjas, uvas y peras;
mameyes, duraznos, chicos,
capulines y ciruelas.

NO

¿Qué y coma fruta verde?
No y no y no y no.
Nos produce anfermedades
que nos causen gran dolor.

Fruta madura yo como;
fruta que está ya en sazón;
fruta que me tiene sano
y alegre en toda ocasión.

PERA

Una perita madura
a diario me he de comer,
para estar muy saludable
y buenos guesos tener.

UVAS

Que ricas las uvas;
¡ay! Que buenas son;
miren estas grandes
de negro color.

En esta cestita
las colocaré
y dentro de un rato
me las comeré.

EL PANADERO

Con blanca harina agua y sal
los panaderos hacen el pan;
con blanco harina agua y miel
los panaderos hacen un pastal.

--Delores Cepeda y P. G. Padilla

LAS TORTILLERAS

Las humilde tortillerita
está frente al comal
haciendo siempre tortillas
de blanco nixtamal;
trabaja sin descanso
trabaja sin cesar
hechando buenas tortillas
que vamos a almorzar.

--Carmen Calderón

HACIENCO MANTEQUILLA

Esta rica crema
que voy a batir en sabrosa
mantequilla
quiero convertir
bate bate bate
bate sin cesar
y ya lista la pondremos
sobre nuestro pan.

--R. Zapata

ARROZ CON LECHE

Arroz con leche me quiero casar
con una viudita de la capital.
Que sepa coser, que sepa bordar,
que ponga la mesa en su santo lugar.

Yo soy la viudita, la hija del Rey,
me quiero casar y no hallo con quién.

Contigo sí, contigo no
Contigo, mi vida, ¡me casaré yo!

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EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
Understands the concept of order and the relationship of numbers.	ML.001	Recognizes and manipulates numbers to ten.	Counts to ten. Arranges numerals in correct sequence to ten.
	ML.002	Joins and separates groups.	Writes to ten. Arranges a number of objects to match numerals Locates numerals on a number line. Complete a dot to dot pattern containing numerals.
	ML.003	Recognizes and manipulates numbers to 100.	Counts and writes numbers in sequential order. Counts by 2's, 5's, 10's manipulating objects while doing so.
	ML.004	Joins groups.	
	ML.005	Separates groups.	Names the numeral that comes before a certain numeral. Names the numeral that comes after a certain numeral. Renames the numeral by statin the tens and ones involved. Adds numerals.
	ML.006	Recognizes and manipulates numbers to 1000.	Subtracts numerals. Rearranges numeral into certa groupings.
	ML.007	Joins groups.	Renames the numeral by statin the hundreds, tens and ones involved.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
manipulates	Counts to ten. Arranges numerals in correct sequence to ten.	Blocks - Counting Beads	Observation of task performed.
ates groups.	Writes to ten. Arranges a number of objects to match numerals Locates numerals on a number line. Complete a dot to dot pattern containing numerals.	Flannel-Board Teacher made objects Flannel Board Cut Outs 1st and 2nd grade level Link Numbers by Milton Bradley	Evaluation of selected ditto activities.
manipulates	Counts and writes numbers in sequential order. Counts by 2's, 5's, 10's manipulating objects while doing so.	Puzzles Dominoes Calendar Flash cards	
s.	Names the numeral that comes before a certain numeral. Names the numeral that comes after a certain numeral. Renames the numeral by stating the tens and ones involved. Adds numerals.	Number lines Dice and Playing Cards Peg Board Number Charts Key Disc.	
manipulates .	Subtracts numerals. Rearranges numeral into certain groupings. Renames the numeral by stating the hundreds, tens and ones involved.	Number Land Special Grades 2 - 3 - 4 [illegible] by Ideal School Supply Co. Math Fact Games by Milton Bradley Los Numeros Un Libro de Oro No. 86.	

EDUCATIONAL OBJECTIVE	CODE #	NUMBERS	
		BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	ML.008	Separate groups.	Group numbers according to specific directions. Identifies number patterns and completes the pattern. Writes equalities by using the equal sign. Describes and writes in equalities using "greater than" and "less than" or the symbols. Cover 10 juice cans with pape and number from 1 to 10. Using tongue depressors, the children must put the can in order with correct number tongue depressors.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
.	Group numbers according to specific directions. Identifies number patterns and completes the pattern. Writes equalities by using the equal sign. Describes and writes in equalities using "greater than" and "less than" or the symbols. Cover 10 juice cans with paper and number from 1 to 10. Using tongue depressors, the children must put the cans in order with correct number of tongue depressors.	Record Los Diez Inditos Songs In Spanish by Elena Paz Children Music Center, Inc. 5373 W. Pico Blvd. Los Angeles, CA 90019 Arithmetica Infantil Editorial Patria A V Urogvoy 25 A P Postal 784 México, D.F. Play with Numbers Ed. Games, Inc. 200 5th Avenue New York, NY 10010 Instructo: Magnetic numerals, Number names, and symbols. Kinesthetic numeral cards and counting discs.	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the seasons and holidays			
	ML.009	Names the present season, the four seasons in both languages.	Activities in oral expression. Draw pictures pertaining to seasons.
	ML.009	Associates pictures with the appropriate season.	Sports people enjoy Clothing Activities
	ML.010	Associates daily life happenings with certain months/seasons.	Divides paper into two parts Draws (or finds) picture of a happening. Then show its effect on us. (Snow - warm clothing - sled - logs for fireplace)
	ML.011	Recognizes that different seasons and/or weather conditions effect our lives.	Holiday Art Projects Seasonal "Sing'In" With student initiated and directe songs:
	ML.012	Recognizes certain customs and/or traditions as belonging to certain holidays.	Caroling
	ML.013	Researches a certain topic and reports on his findings.	Oral report Picture report Diorama Project Report Advertises the object (TV com cial) Post Card Presentation (Home-

ORAL TIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
t season, in both	Activities in oral expression. Draw pictures pertaining to seasons. Sports people enjoy Clothing Activities	Spark p. 181 ff. Educational Services P.O. Box 219 Stevensville, MI 49127	Student response to: If ______________ happened, then we __________. (cause - effect relationship)
res with season. life certain	Divides paper into two parts Draws (or finds) picture of a happening. Then show its effect on us. (Snow - warm clothing - sled - logs for fireplace)	Study Prints: Day and Night and the Seasons, Fall and Winter Holidays, In the Spring, In the Winter, Spring and Summer Holidays, In the Summer, In the Fall, Encycl. Brittanica - Science Series.	
different eather t our	Holiday Art Projects Seasonal "Sing'In" With student initiated and directed songs:	All Around You --pictures and folders (20) on autumn, winter, summer, spring. Biond Ed., Ltd. Publishers Filmstrips: Singer SVE-- Summer is Here, Winter is Here, Spring is Here, Autumn is Here, Why the Seasons.	
in customs s as tain holi- tain topic s find-	Caroling Oral report Picture report Diorama Project Report Advertises the object (TV commercial) Post Card Presentation (Home-Made)	Ideal Crossword Puzzles - Seasons, Holidays. SVE Box of 6 Filmstrips: Holiday Spec. SVE Filmstrip and cassette The Thanksgiving Story. Scott Ed. Division - Jim Handy 6 filmstrips --Christman ser. SVE Storytime Favorites - filmstrip and record: Why the Chimes Rang, Paddy's Christmas, A Christmas Carol, Christmas celebrated in song. Miscellaneous filmstrips. Christmas in America, Thanksgiving Day, Trees for Arbor Day, How to Color Easter Eggs	Teacher observation of student participating. Teacher evaluation of ditto worksheets.

SEASONS - HOLIDAYS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Suggested Vocabulary Feast - la fiesta Music - la música Dances - los bailes Food - la comida Fireworks - los cohetes Winter - invierno Summer - verano Spring - primavera Fall - otoño Learn to dance "La Raspa" Make panchos out of paper sack Make tortillas, involve parent Make paper-mache maracas. Make piñatas. Learn typical Mexican songs.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Suggested Vocabulary Feast - la fiesta Music - la música Dances - los bailes Food - la comida Fireworks - los cohetes Winter - invierno Summer - verano Spring - primavera Fall - otoño Learn to dance "La Raspa" Make ponchos out of paper sacks Make tortillas, involve parents Make paper-mache marácas. Make piñatas Learn typical Mexican songs.	The Fourth of July, etc. Laminated posters on Seasons - Estaciones RAF Instructo Activity Kit on Seasons 1. Winter/Fall 2. Summer/Spring Estaciones (Coloring book) Bilingual Services Books: 1. Trip to Mexico by Terry Shannon 2. Navidad by Martin Ferres Editorial Joventual 3. El Nuevo Encontado Cuentos Encantados, Sigmar. 4. La niña que Celebra el Cumpleaños. 5. Rosa - too - Little 6. Pedro - the angel of olvera street. 7. Segviendo a la Estrella 8. Juanita 9. La Fiesta	

CALENDAR

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the calendar	ML.001	Identifies and describes a calendar	1. Oral work with calendar a. Pointing
	ML.002	Names the present day and month in both languages	b. Matching c. Naming d. Discussion e. Playing "What Am I"
	ML.003	Recognizes his own birthday and fellow classmates on a calendar.	2. Review oral work a. Use ditto calendar b. Cut old calendar to
	ML.004	Associates happenings and pictures with a month or holiday.	construct monthly c dar. c. Look for holidays and pictures pertai
	ML.005	Names days of week/months of year in sequence in both languages	to month. Suggested vocabulary:
	ML.006	Tells the days or month that comes before or after a certain day or month in both languages	birthday cumpleanos Days of the Week: Monday lunes
	ML.007	Tells the number of days in a week or months in a year in both languages.	Tuesday mártes Wednesday miércoles Thursday jueves Friday viernes
	ML.008	Construct a calendar from a model.	Saturday sábado Sunday domingo
	ML.009	Answers specific information by referring to a calendar.	

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
escribes nt day and anguages own birthday smates on a	1. Oral work with calendar a. Pointing b. Matching c. Naming d. Discussion e. Playing "What Am I" game	Book: All About the Months by Maymie R. Krythe Harper & Row Address: Early Learning Book Club Riverside, NJ 08075	Responses recorded on individual progress sheets
nings and month or ok/months ence in both	2. Review oral work a. Use ditto calendar pattern b. Cut old calendar to construct monthly calendar. c. Look for holidays and pictures pertaining to month.	Spirit duplicators: $3 Month by Month Decoration by Bertha Kerr $3 Holidays Posters and Decorations Hays School Publishing Company	
r month re or after r month in	Suggested vocabulary: Birthday cumpleaños	Holidays theme Teaching Pictures	Teacher observation Accomplishment of tasks. Participation in games
r of days nths in a nguages. endar from a c informa- ng to a	Days of the Week: Monday lunes Tuesday mártes Wednesday miércoles Thursday jueves Friday viernes Saturday sábado Sunday domingo	Holidays Songs for the Flannel Board David C. Cook Publishing Company Records: Songs in Spanish for Children 91A-02029 by Elena Paz Columbia records	

CALENDAR

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATE ACTIVITIES
	ML.010	Tells the number of days in a month, in a year, the number of weeks in a month, in a year in both languages.	3. Oral discussion a. Make booklets of s pictures b. Matching games ex clothing with seas c. Teacher-made works
	ML.011	Names the months associated with each season in both languages.	d. Impersonation of m and/or holidays.
	ML.012	Writes answers to specific information by using a calendar.	Participation in a wide va of activities: speaking listening writing manipulating reading related to the unit, i a. Sing songs related to unit. b. Participate in rel art activities. c. Listen to songs, mu stories, directions d. Relate similar word ideas/ pictures.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
r of days a year, eeks in ear in s associa- season in	3. Oral discussion a. Make booklets of season pictures b. Matching games ex. clothing with season c. Teacher-made worksheets d. Impersonation of months and/or holidays.	Language through Songs Contemos en Espanol Book I Vol. I S-2005 Idyllwild Records	
to specify using a	Participation in a wide variety of activities: speaking listening writing manipulating reading related to the unit, ie. a. Sing songs related to unit. b. Participate in related art activities. c. Listen to songs, music, stories, directions. d. Relate similar words/ ideas/ pictures.	Suggested Vocabulary: January ehero February febrero March marzo April abril May mayo June juñio July julio August agosto September septiembre October octubre November noviembre December diciembre	

TEMPERATURE

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach temperature	ML.014	Identifies and describes a thermometer.	1. Make thermometer using growsrain ribbon. Oral discussion Look for pictures of different thermometers. Observe experiments using thermometers. Have children dress doll according to temperature Chooses an appropriate symbol for weather condi and places it on the cal Make a round weather cha on the board with arrow the middle. Divide into sections and put in symb of the sun, clouds, rain snow, wind, etc.
	ML.015	Observes warm, cold, sunshine, cloudy, snow conditions.	
	ML.016	Makes observations of happenings in various types of temperatures.	
	ML.017	Reads the temperature from a Fahrenheit thermometer.	
	ML.018	Names the freezing temperature on a Fahrenheit thermometer.	
	ML.019	Reads and records temperatures, finds differences between temperatures.	2. Oral discussion. Bring in newspaper clippi of weather readings. Re actual and record temper on actual thermometer. Make chart on weather
	ML.020	Graphs temperature readings for a certain number of days.	
	ML.021	Knows about mercury and its functions.	3. Oral disucssion. Make graph on weather. Experiments using thermo Have a child report on w forecast. Small reports on ideas n sary for comprehension. Ditto sheet on temperatu

HAVIORAL BJECTIVE		SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
d describes r. , cold, sun , snow cond- tions of s various eratures. perature (deg- thermometer. oring tempera- renheit	1	Make thermometer using [illegible] Ribbon. Oral discussion Look for pictures of different thermometers. Observe experiments using thermometers. Have children dress dolls according to temperatures. Chooses an appropriate symbol for weather conditions and places it on the calendar Make a round weather chart on tag board with arrow in the middle. Divide into sections and put in symbols of the sun, clouds, rain, snow, wind, etc.	Probe p. 97 ff. Educational Service P.O. Box 219 Stevensville, MI 49127 Weather and Climate by Seymour Simon (Random House, 1969) pp. 105-106. Suggested vocabulary weather tiempo	Teacher observation of accomplishment of tasks.
cads tempera- differences ratures. ature readings number of	2.	Oral discussion. Bring in newspaper clippings on weather readings. Read actual and record temperature on actual thermometer. Make chart on weather		
ercury and	3.	Oral disucssion. Make graph on weather. Experiments using thermometer Have a child report on weather forecast. Small reports on ideas necessary for comprehension. Ditto sheet on temperature.		

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach about circus animals.	0.001	Children will participate on activities relevant to circus animals.	Decorate the room to look like a circus tent. Make books of circus animals.
	0.002	The children will be able to name the circus animals in both languages.	Build a circus ring out of blo
	0.003	Children will develop gross motor movements through activities relevant to circus animals.	Have the group participate in circus. Choose children to be different animals. Let the horses gallop and go through hoops. Put their hoops up on the shoulders and walk around ring. Elephants bend over and use their hands to make the trunk sway around. Also do balancin act. Bears ride scooters. Lions - Have lion tamer with soft whip. The lions sit in chairs and roar. Monkeys ride tricycles and pl ball. Other circis related acts may used such as clowns, tight ro walkers, ring master.

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VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
participate relevant to s. ill be able rcus animals ares. levelop vements ities rcus	Decorate the room to look like a circus tent. Make books of circus animals. Build a circus ring out of blocks. Have the group participate in a circus. Choose children to be different animals. Let the horses gallop and go through hoops. Put their hoops up on the shoulders and walk around the ring. Elephants bend over and use their hands to make the trunk sway around. Also in balancing act. Bears ride scooters. Lions - Have lion tamer with a soft whip. The lions sit in chairs and roar. Monkeys ride tricycles and play ball. Other circis related acts may be used such as clowns, tight rope walkers, ring master.	Film: The Circus Comes to Town Adams State College Books: El Circo Heffernan Company Songs: Cinco Elefantitos (Can be acted out.) En El Circo-- Coralia Infantil 2 Heffernan $2.95	Teacher observation Participation in Circus.

AILABLE

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EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Present the circus and invite another room or the parents. Pop corn can be made. Make tickets Act out a circus using just popsicle puppets. Invite someone in who has an animal that does tricks.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Present the circus and invite another room or the parents. Pop corn can be made. Make tickets Act out a circus using just popsicle puppets. Invite someone in who has an animal that does tricks.	Vocabulary: Elephant elefantito lion león tiger tigre monkey mono bear oso seal león marino horses caballo dog perro	Teacher observation of children using vocabulary

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the concept of domesticated animals	1.004	To be able to name the animals in both English and Spanish and be able to match the mothers with the babies.	Build a farm with blocks and put in animals. Color pages of animals. Draw or paint farm animals. Collect pictures of farm animals. Color animal pictures. Make animals from clay. Make animals out of potatoes and tooth picks. Set up Instructo Farm Activity Kit. Have children imitate animal sounds. Let children bring in some animals if their mothers pick them up. Make a farm in a sand table. and put in animals and people.. Use play farm.

cow	vaca
horse	caballo
sheep	oveja
goat	chiva
lamb	cordero
colt	caballito
calt	ternero
chicken	pollo
turkey	pavo
	quajolote
duck	pato
duckling	patito
goose	ganso
pig	puerco
	cochino
	cerdo
cat	gato
hen	gallina
rooster	gallo
piglet	cordito
	cochinito
rabbit	conejo
kit	cabrito
kitten	gatito

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ame the English be able thers with aca aballo veja hiva ordero aballito ernero ollo avo uajolote ato atito anso uerco ochino erdo ato allina allo ordito ochinito onejo abrito atito	Build a farm with blocks and put in animals. Color pages of animals. Draw or paint farm animals. Collect pictures of farm animals. Color animal pictures. Make animals from clay. Make animals out of potatoes and tooth picks. Set up Instructo Farm Activity Kit. Have children imitate animal sounds. Let children bring in some animals if their mothers pick them up. Make a farm in a sand table. and put in animals and people. Use play farm.	Magazine Pictures of Animals Economy Language Development Kit. See and Say Toy of Animal Sounds Peabody Kit Level 1 Picture Cards B-6 B-22 Lesson 2 Sounds of animals Lesson 8 Guessing Time Lesson 14 Guessing time Lesson 16 Barnyard game Songs: Old MacDonald Had a Farm Baa Baa Black Sheep Bingo Los Pollitos Five Little Ducks	Teacher Judgment When shown a picture of an animal the child will name the animal in Spanish and English.

DOMESTIC ANIMALS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Make a mural of farm animals.
			Visit a dairy.
			Make butter in the room.
			Make paper bag puppets
			Visit a farm.
			Make animals from geometric shapes.
			Use animal trace arounds.
			Read and let children draw what you read. Example: El cabally negro es grande.
			Games: Farmer in the Dell Duck duck goose Round Up Game Baa Baa Black Sheet Conejito Domino de Animales

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Make a mural of farm animals. Visit a dairy. Make butter in the room. Make paper bag puppets Visit a farm. Make animals from geometric shapes. Use animal trace arounds. Read and let children draw what you read. Example: El cabally negro es grande. Games: Farmer in the Dell Duck duck goose Round Up Game Baa Baa Black Sheet Conejito Domino de Animales	Ten Yellow Chicks Vengan a Ver Mi Rancho Six Little Ducks Los Conejitos La Gallinita Haboda La ardilla y el Conejo ¿Adónde Adónde Esta mi Perrito? Film: Adventures of Two Little Goats Coronet film Adams State College Little Rooster Who Made the Sun Rise #A458 Adams State College Books: Little Red Hen Tres Cerditos Ugly Duckling	The child will name the animals in Spanish and English. When shown pictures or given a ditto sheet the child will match mothers with babies.

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Mi Cuaderno de Español (workbook pictures)

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Mi Cuaderno de Español (workbook pictures)	Three Billy Goats Gruff Heffernan Company El Gran Libro de Animales Domésticos Animales de la Granja Mi Libro de Animales Madre e Hijo Pollitos y Patitos La Gallina y su Grano de Trig Soy Un Gato ABC de los Animales Dometicos Li 20 #6 Mira su Perrito Li 10 #2 Gato Conbotas Li 30 #1 Tus Amigos los Animales Li 19 #1	

DOMESTIC ANIMALS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.005	The child will be able to identify how domesticated animals are helpful.	Group Discussion How are animals useful? What animals give us food What animals give us clothing? What animals are just pet How do we care for our animals?

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
be able to omesticated lpful.	Group Discussion How are animals useful? What animals give us food? What animals give us clothing? What animals are just pets? How do we care for our animals?	Hablan Los Niños National Textbook Co. Skokie, IL 60076 El Gran Libro de Animales Domésticos: Pan American Book Co. 4358 Melrose Ave. Los Angeles, CA 90029	The child will name the animals in both English and Spanish and name at least one product of that animal.

DOMESTIC ANIMALS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.006	When shown pictures of farm animals, the student will say the correct name of the animal.	Begin unit by teaching names o animals. Suggested vocabulary: Conejo rabbit Gallina hen Gallo rooster Borrego lamb Cabra goat Pollito chicken Cerdo pig cochino burro donkey perro dog gato cat pato duck Add any more animals as desire Say names and students repeat Read book on Domestic Animals Tell story of El Gujalote que Tiene Miedo.

DOMESTIC ANIMALS

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ures of farm udent will name of the	Begin unit by teaching names of animals. Suggested vocabulary: Conejo rabbit Gallina hen Gallo rooster Borrego lamb Cabra goat Pollito chicken Cerdo pig cochino burro donkey perro dog gato cat pato duck	Use repetition of names of animals along with showing cutouts of animals.	
	Add any more animals as desired Say names and students repeat Read book on Domestic Animals Tell story of El Gujalote que Tiene Miedo.	Book: Hablan Los Niños National Textbook Co. Skokie, IL 60076 Book: El Gran Libro de Animales Doméstícos Pan American Book Co. 4358 Melrose Ave. Los Angeles, CA 90029	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.007	The student will learn and strengthen his vocabulary by dramatization and speaking parts in story.	Dramatize story with children taking parts of animals. Be sure to use on narrator. Learn poems of animals and dramatize El Conejo El Gallo El Burro Be-a-Be Learn and sing songs of canto de Animalitos and Mi Granja. Let children stand up and hold farm animals they are singing about. Give handout of animals to color.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll learn and vocabulary on and in story.	Dramatize story with children taking parts of animals. Be sure to use on narrator.	Use flannel board with cutouts of farm animals used. Put animals on flannel board as story progresses.	Checklist orally to determine who knows farm animals.
	Learn poems of animals and dramatize El Conejo El Gallo El Burro Be-a-Be	Book: Teaching Spanish in the Grades by MacRae Houghton Mifflin Co. Boston	Do children know the poems?
	Learn and sing songs of cantos de Animalitos and Mi Granja. Let children stand up and hold farm animals they are singing about.	Songs in Spanish for Children Cantos de Animalitos y Mi Granja. Heffernan School Supply P.O. Box 5309 San Antonio, TX 78201	Do children know the songs? Do children participate in singing.
	Give handout of animals to color.	Make own handout or ditto to color using farm animals studied.	

WILD ANIMALS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach that there exists a great variety of animals in our environment.	2.008	The child will be able to recognize and name the animals in both languages. elephant elefante lion león tiger tigre monkey mono bear oso giraffe girofa deer venado seal león marino alligator lagarto kangaroo cangroo rhinoceros rinoceronte hippopotamus hypopotomo zebra zebra	1. Make animals from peanut butter clay. Make sure the children's hands are clean and when they finish they may eat their animals 2. Make a zoo in sand table. 3. Make a zoo out of blocks. 4. Act out Poem "Jump or Jiggle"
	2.009	Child will classify animals orally as to zoo or pets.	1. Name all animals classify as wild, farm, or pets. 2. Make animal puppets from small grocery sacks. 3. Use white butcher paper, let children divide into groups and make a zoo mural.

WILD ANIMALS

ORAL TIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
e able to e the anguages. fante ón gre no rofa nado ón marino garto ngroo noceronte popotomo ora	1. Make animals from peanut butter clay. Make sure the children's hands are clean and when they finish they may eat their animals. 2. Make a zoo in sand table. 3. Make a zoo out of blocks. 4. Act out Poem "Jump or Jiggle"	"Jump or Jiggle" Frogs jump Caterpillars hump Worms wiggle Bugs jiggle Rabbits hop Horses clop Snakes slide Birds glide Mice creep Deer leap Puppies bounce Kittens pounce Lions stalk But I walk. Peanut Butter Clay Use almost equal amounts of peanut butter, karo syrup and powdered sugar. Add flour for consistency.	Participation and judgement of teacher. The child will orally name the animal when shown a picture.
ify to zoo	1. Name all animals classify as wild, farm, or pets. 2. Make animal puppets from small grocery sacks. 3. Use white butcher paper, let children divide into groups and make a zoo mural.	Books: The Golden Book of Animals Simon and Schuster Big Book of Wild Animals Grossett and Dunlap True Book of Animal Babies Children's Press	When given a picture of an animal the child will classify it orally as either a pet or zoo animal.

EDUCATIONAL OBJECTIVE	CODE #	WILD ANIMALS	
		BEHAVIORAL OBJECTIVE	**SUGGESTED RELATED ACTIVITIES**
			4. Make zoo animals from geometric shapes - circle, triangle, squar rectangle. 5. Make pictures of zoo animals and make a book 6. Play - "Loteria Zoologi #19A $2.95 Heffernan Play "Concentration"
To teach that animals have a variety of ways for survival.	2.010	Children will be able to name the basic needs of animals.	1. Group discussion: 1. Animals of different climates 2. Animals that hibernat
	2.011	Children will be able to identify a variety of ways that animals survive.	3. Animals that eat plan or meat. 4. Animals that live on land and in water. 5. Different types of defenses animals use for survival. 2. Raise some kind of animal such as a turtle.

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WILD ANIMALS

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	4. Make zoo animals from geometric shapes - circle, triangle, square, rectangle. 5. Make pictures of zoo animals and make a book. 6. Play - "Loteria Zoologico" #19A $2.95 Heffernan Play "Concentration"	Put Me In the Zoo Robert Lapshire	
be able to needs of be able to iety of als survive.	1. Group discussion: 1. Animals of different climates 2. Animals that hibernate. 3. Animals that eat plants or meat. 4. Animals that live on land and in water. 5. Different types of defenses animals use for survival. 2. Raise some kind of animal such as a turtle.	Heffernan Company. 1. Una Visita al Zoológico 2. Animales de La Selva 3. Animales de Todo el Mundo 4. Animales Pequeños y Grandes Sevis Floresta Editorial Vasco Americana S.A. 1. Tuki el Zorrito 2. La Bailarina del Bosque View Masters in Spanish #60V Heffernan 1. Bambi 2. Recitoros de Oro y Los Tres Osos	1. When given a picture of an animal, the child will name at least 3 characteristics of that animal.

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WILD ANIMALS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
		3. El Conejo Bugs	
		Level III	
		1. Animales Salvajes de África	
		2. Animales Salvajes del Mundo	
		Laminated Posters Heffernan #1.V	
		1. Animals Invertibrados	
		2. Animals, domesticos (maniferos)	
		3. Animales Domesticos (Aves)	
		4. Science Far and Near Heath & Company	

WILD ANIMALS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach students bilingually to express basic information relative to classification of mammals, reptiles and birds	3.012	Given the following mammals, reptiles and birds, the student will correctly identify each Antelope deer beaver bear cyote elephant fox leopard skunk squirrel tiger cat dog sheep snake gilamonster horned lizard tuatara eagle duck chicken hawk goose	Take a field trip. Have children respond orally with correct names for various reptiles, birds and mammals. Have children identify three characteristics common to each mammal, reptile and bird. Develop terriaum Incubate eggs and note commo characteristics. Provide vocabulary of terms relevant to mammals, reptile and birds on tapes at a list center for independent activ Utilize the language master and blank cards. a. Place a picture of a mam reptile, or bird on vari cards. Have student dev a complete sentence desc three significant charac istics.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
owing mammals, irds, the orrectly	Take a field trip. Have children respond orally with correct names for various reptiles, birds and mammals. Have children identify three characteristics common to each mammal, reptile and bird.	Film: Reptiles #107 Adams State College	Progress charts which depict vocabulary. Complete sentences and observational performance.
	Develop terriaum		Does the child display an interes
	Incubate eggs and note common characteristics.		Does the child wor well with others?
	Provide vocabulary of terms relevant to mammals, reptiles, and birds on tapes at a listening center for independent activity.		Does the child organize his information?
	Utilize the language master and blank cards.		Does the child mak effective use of available material
	a. Place a picture of a mammal, reptile, or bird on various cards. Have student develop a complete sentence describing three significant characteristics.		

WILD ANIMALS

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Have the student read a story of the "Blue Whale."
	3.013	Given five mammals, five reptiles, and five birds the student will classify desert animals into correct categories.	Have students collect a variety of animal pictures. The students should identify names and describe the environment of each animal.
	3.014	The student will learn mammals are warm blooded and reptiles are cold blooded.	Have each child create own puppet animal and produce the sound of the animal. Describe where the animal is usually found. Have each child describe from pictures and observation the different shapes, sizes, and body covering of animals.
	3.015	Given a sequential group of pictures and films, the student will observe and verbalize how animals change their shapes.	Prepare a scrapbook of mammal and their babies showing home in each of the four seasons.

WILD ANIMALS

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Have the student read a story of the "Blue Whale."		The student will make oral report.
mals, five five birds ll classify into ries.	Have students collect a variety of animal pictures. The students should identify names and describe the environment of each animal.	Science tape - "Life In the Desert"	The student demonstrates visual skills, organizational skills, and classification skills. The child demonstrates involvement bilingually.
ll learn rm blooded re cold	Have each child create own puppet animal and produce the sound of the animal. Describe where the animal is usually found. Have each child describe from pictures and observation the different shapes, sizes, and body covering of animals.	All About Animals and Their Young by Robert M. McClung New York: Random House 1958 Science for Work and Play D.C. Heath and Co. Animal Stories #3364 JH 2260f of Scott Educational Divisions.	
tial group d films, the bserve and animals hapes.	Prepare a scrapbook of mammals and their babies showing homes in each of the four seasons.	El Cuento de Ferdinando (storybook) Film: In Beaver Valley C102 Adams State College Walk in the Woods 73-196 Adams State College	Does the child gather information from many sources?

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
		The student will learn that mammals:	View films and filmstrips. View science pictures.
	3.016	Represent a major classification of the animal kingdom.	According to the individual child's interest and ability select or assign a story which may be reported to the class orally.
	3.017	Live in different habitats.	
	3.018	Are animals that change the land.	
	3.019	Have a variety of adaptations.	Given the words to the song "El Burro" the student will sing - El burro muev el rabo y mueve la orejas. El burro mueve el rabo y espanta las abejas Ji ja hi ha beee Viene Pablo, viene Pable Viene Pablo, del es tablo Viene Pablo, biene Pablo Viene Pablo del estable. El burro meuve el rabo y mueve las orejas El burro mueve el rabo y espanta las abejas Viene Pablo, viene Pablo Viene Pablo del estable.

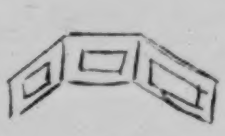
DOMESTIC - WILD - ANIMALS

ORAL TIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
learn that ajor classi- he animal rent hat change y of	View films and filmstrips. View science pictures. According to the individual child's interest and ability select or assign a story which may be reported to the class orally.	Mammals Are Interesting Film - #B89 Adams State College Animals in Autumn Film - #A11 Adams State College Animals in Spring Film - #B6 Adams State College Animals in Summer Film - #A12 Adams State College Animals in Winter Film - #A13 Adams State College Rabbit Hill Film - #C104 - #C105 Adams State College Black Bear Twins Film- #A33 Adams State College	Does the child apply what he has learned? Does the child become involved? Does the child demonstrate positive behavior on field trips?
	Given the words to the song "El Burro" the student will sing - El burro muev el rabo y mueve la orejas. El burro mueve el rabo y espanta las abejas Ji ja hi ha beee Viene Pablo, viene Pable Viene Pablo, del es tablo Viene Pablo, biene Pablo Viene Pablo del estable. El burro meuve el rabo y mueve las orejas El burro mueve el rabo y espanta las abejas Viene Pablo, viene Pablo Viene Pablo del estable.		

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach children differences between plants, animals, minerals. (living/nonliving concept.)	0.001	Given a group of pictures or objects of plants, animals, and other nonliving things, children will categorize accordingly	This unit can be complementar with the animal unit to conve the living/nonliving concept. Vocabulary: plants — plantas animals — animales nonliving things — seres sin vida Play "Fish" game.
	0.002	The children will develop the concept that living things grow and non-living things do not.	A record of growth will be ke throughout the year for each category. In an appropriate section of the classroom a center for plants will be kep At this same center display rocks, vases, artificial flowers, etc. Check and compare periodically.
To teach basic parts of a plant.	0.003	Children will identify visible portions of plants on display and outdoor as well.	Encourage children to draw flowers and plants at the center. Vocabulary: flowers — flores leaves — hojas stem — tallo trunk — tronco

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
f pictures lants, her s, children accordingly	This unit can be complementary with the animal unit to convey the living/nonliving concept. Vocabulary: plants plantas animals animales nonliving things seres sin vida Play "Fish" game.	Keep plants in the classroom at all times. -geranium -philodendron -sansevieria -nephthytis -potato plant -onion (smells) -paper white naricissus -sweet potato -carrot plant -poinsettia (flor de Navidad)	Teacher/Aide observation
ll develop t living non-living	A record of growth will be kept throughout the year for each category. In an appropriate section of the classroom a center for plants will be kept. At this same center display rocks, vases, artificial flowers, etc. Check and compare periodically.		
identify s of plants outdoor as	Encourage children to draw flowers and plants at the center. Vocabulary: flowers flores leaves hojas stem tallo trunk tronco	Scale-made displays of possible arrangements and available plants to be found in Unit Kit.	Teacher/Aide observation Are children able to construct a flannelboard likeness of a flower's parts?

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	0.004	Children will describe plants incorporating colors, shapes, textures, fragrances in their dominant language.	Example descriptions: 1. Las hojas son verdes. 2. La flor parece un cír 3. El tallo es duro y lis 4. La flor huele muy buen ------- 1. The leaves are green. 2. The flower is like a circle. 3. The stem is hard and smooth. 4. The flower smells goo
	0.005	Children will demonstrate understanding of plant development by placing pictures of seed, root, stem, flower in proper order.	
To teach children that plants grow from seeds.	0.006	Children will plant seeds and learn the necessities for plant life.	Vocabulary: seeds — semillas water — agua sun — sol air — aire good earth — tierra buen Take nature walks when the weather permits. Observe shapes, colors, textures, sizes. Incorporate pictures of plan flowers, etc. in other areas such as math, reading. Children will role play the growth of a seed.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
lescribe rating , textures, their age.	Example descriptions: 1. Las hojas son verdes. 2. La flor parece un círculo 3. El tallo es duro y liso. 4. La flor huele muy buena. ------- 1. The leaves are green. 2. The flower is like a circle. 3. The stem is hard and smooth. 4. The flower smells good.		
demonstrate of plant placing ed, root, n proper		Teacher made materials demonstrating story progression/sequence.  Chipboard with acetate/mystik tape pockets.	Is this activity accomplished successfully.
plant n the r plant	Vocabulary: seeds semillas water agua sun sol air aire good earth tierra buena Take nature walks when the weather permits. Observe shapes, colors, textures, sizes. Incorporate pictures of plants flowers, etc. in other areas such as math, reading. Children will role play the growth of a seed.	Plants to Grow Indoors by Geo. Sullivan Follett Publishing Co. 1969 What is a Plant? by Gene Darby Benefic Press 1960 How Does My Garden Grow? Benton Western Pub. Co. 1969	Teacher observation

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the children basic plant -related vocabulary.	1.007	The children will develop a vocabulary related to plants commensurate to their ability.	Vocabulary development throu through identification: plant planta seed semilla root raíz stem tallo leaves hojas flowers flores fruits frutas water agua bulbs bulbos Sentence pattern for identification to be used with visual aids (i.e. pictures): Teacher: Es una planta Teacher: ¿Qué es esta? Children Es una Planta

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
		Concepts in Science Braudwein Harcourt, Brace and World, Inc., 1966	
ll develop elated to rate to their	Vocabulary development through through identification: plant planta seed semilla root raíz stem tallo leaves hojas flowers flores fruits frutas water agua bulbs bulbos Sentence pattern for identification to be used with visual aids (i.e. pictures): Teacher: Es una planta Teacher: ¿Qué es esta? Children Es una Planta	Heath Science Series Science For Work and Play by Herman and Nina Scheider Heath and Co. 1967 Mount a tree branch in plaster of paris or clay and at appropriate times of year display how that branch would look in the San Luis Valley. In the spring there are new leaves and flowers. In the summer there are fruits. In the fall the leaves turn yellow, orange, red and brown and fall. In winter, the tree is bare. --------------- Keep plants in room.	Teacher/Aide observation

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach children that different plants grow from different seeds.			
	1.008	The children will describe textures, tastes, sizes, and differences among a collection of seeds, both fruit and vegetable.	Possible descriptions: hard dura soft blanda smooth lisa wrinkly arrugada sticky pegajosa bitter amargosa sweet dulce big grande medium mediana small pequena
	1.009	The children will learn the role of a seed.	Discuss and investigate what is in a seed: Long range - plant seeds an nurture them. Short range - soak bean and/ or corn seeds. Open them an discover baby plants (embryo and food parts (cotyledons). Bean has 2 food parts/ Corn has 1. As a follow-up to planted seeds, keep a growth chart entitled "Estoy cresciendo" The child will draw parts o plant as they grow and identify them in both langu (See vocabulary, p. 1.)

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IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill describe es, sizes, s among f seeds, both table.	Possible descriptions: hard — dura soft — blanda smooth — lisa wrinkly — arrugada sticky — pegajosa bitter — amargosa sweet — dulce big — grande medium — mediana small — pequena	Mount seeds common to the Valley on a piece of chipboard for a more complete collection of local plant products. Label each seed with its name as well as a picture of its plant.	Teacher/Aide observation
ll learn seed.	Discuss and investigate what is in a seed.	Packets of a variety of seeds.	
	Long range - plant seeds and nurture them.	Dicho	Saying
	Short range - soak bean and/ or corn seeds. Open them and discover baby plants (embryos) and food parts (cotyledons). Bean has 2 food parts/ Corn has 1.	Niños, del mismo modo de las flores Cuando tienen alimento e alguien que los quieren Llegan a ser preciosidades.	Children like flowers, When nurtured and loved Grow into beauty.
	As a follow-up to planted seeds, keep a growth chart entitled "Estoy cresciendo" The child will draw parts of plant as they grow and identify them in both languages (See vocabulary, p. 1.)	Let each child keep his own calendar as part of the growth chart. Maintain a plant center for children's plants and for plants provided by teacher/ aide and parents and other community people.	Teacher/Aide observation

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PLANTS AND NURSERY MANAGEMENT

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
o teach about careers related to lants	1.010	The children will relate some plants with the role of a farmer (rancher).	Ask a farmer in as a speaker describing his/her farm: How big it is. What plant crops are grown. What the destination of plants is. What are the biggest crops in the Valley
To teach possible plant propagation other than seeds.	1.011	The children will learn that some plants grow from roots, bulbs or stems.	Place sweet potatoe in jar of water and observe. Place paper white narcissus bulbs or onion bulbs in watere shallow container and watch them develop. Place an African Violet or begonia leaf on sandy, moist soil and keep it in a slightl shaded area; and watch its growth.

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VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill relate the role of hers).	Ask a farmer in as a speaker describing his/her farm: How big it is. What plant crops are grown. What the destination of plants is. What are the biggest crops in the Valley	Naturaleza y Sociedad Dia positivas (slides) Naturaleza, Tema 3 El fruto, primer curso. E.G.B. Naturaleza y Sociedad Tema 10 El ambiente de las plantas Naturaleza y Sociedad Tema 14 Necesidades y funciones de los seres vivos	
ill learn nts grow from r stems.	Place sweet potatoe in jar of water and observe. Place paper white narcissus bulbs or onion bulbs in watered shallow container and watch them develop. Place an African Violet or begonia leaf on sandy, moist soil and keep it in a slightly shaded area; and watch its growth.	Filmstrips: Plants We Know (Plantas que conocemos) Children's Press How Plants Live and Grow (El Modo de vivir y creces de las plantas) McGraw-Hill Book Bo. Resource Books: Science for Work and Play D.C. Heath and Co. 1965 Plants to Grow Indoors by Geo. Sullivan Follett Publishing Co. 1969	

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EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach plant products.	ML.012	Children will be able to trace the growth of a fruit or vegetable.	Vocabulary: seeds semillas bulbs bulbos roots raíces stems tallos/tr leaves hojas flowers flores fruits frutas/fr vegetables vegetales Have fruit snacks in class after opening, observing, and discussing in class. (consult Fruit Unit for names of fruit) 1. La semilla viene del fruto. The seed comes from the f 2. La planta viene de la semilla. The plant comes from the seed. 3. El tallo, las hojas y las flores vienen de la planta. The stem, leaves and flow come from the plant.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
		How Does My Garden Grow? by Wm. and Elizabeth Benton Western Publishing Co. 1969	
be able to th of a fruit	Vocabulary: seeds — semillas bulbs — bulbos roots — raíces stems — tallos/troncos leaves — hojas flowers — flores fruits — frutas/frutos vegetables — vegetales Have fruit snacks in class after opening, observing, and discussing in class. (consult Fruit Unit for names of fruit) 1. La semilla viene del fruto. The seed comes from the fruit 2. La planta viene de la semilla. The plant comes from the seed. 3. El tallo, las hojas y las flores vienen de la planta. The stem, leaves and flowers come from the plant.	Ciencias, lo, Luis Rey (Excellent vocabulary source) Naturaleza y Sociedad diapositivas, Tema 3 El fruto, primero curso, E.G.B. Disney's Wonderful World of Knowledge Vol. 2 Danbury Press 1971 (Beautiful illustrations of plants.) Seeds and More Seeds (Translated version) Millicent Selsam Harper and Brothers 1959 Plants in the room. Filmstrips: La vida en las plantas Bilingual Educational Services El árbol Bilingual Educational Services	Teacher Observation How is student feedback on material presented? Given worksheets, do the children properly label plant parts.

<table>
<tr><th>EDUCATIONAL OBJECTIVE</th><th>CODE #</th><th>BEHAVIORAL OBJECTIVE</th><th>SUGGESTED RELATED ACTIVITIES</th></tr>
<tr><td></td><td></td><td></td><td>4. De las flores vienen los frutos.
The fruit comes from the flower.
5. La semilla viene de f</td></tr>
<tr><td></td><td>ML.013</td><td>The children will discover usefullness of plants.</td><td>1. Flowers are decorative
las flores adornan.
2. Fruits nourish us.
Nos alimentan los frutos.
3. Examples of end products:<table>
<tr><td>clothes</td><td>ropa</td></tr>
<tr><td>paper</td><td>papel</td></tr>
<tr><td>rubber</td><td>goma elás</td></tr>
<tr><td>wax</td><td>cera</td></tr>
<tr><td>dyes</td><td>tintura</td></tr>
<tr><td>thread</td><td>hilo</td></tr>
<tr><td>houses</td><td>casas</td></tr>
<tr><td>desks</td><td>escritori</td></tr>
<tr><td>chairs</td><td>sillas</td></tr>
<tr><td>yarn</td><td>hilo</td></tr>
<tr><td>medicines</td><td>medicinas</td></tr>
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IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	4. De las flores vienen los frutos. The fruit comes from the flower. 5. La semilla viene de fruto	Posters: Plants and Their Use Series Bilingual Educational Service General Sciences Series "Partes de una plants," "Plantas industriales," Bilingual Educational Services P.O. Box 669 South Pasadena, CA 91030	
l discover lants.	1. Flowers are decorative Las flores adornan. 2. Fruits nourish us. Nos alimentan los frutos. 3. Examples of end products: clothes ropa paper papel rubber goma elástica wax cera dyes tinture thread hilo houses casas desks escritorios chairs sillas yarn hilo medicines medicinas	Nuestro Mundo Elio Arrechea Rodriguez Heffernan's (preprimario) Peabody Flashcards Teacher-made vocabulary flashcards Songs: "De Colores" "Frijolito Pinto"	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	ML.014	The children will discover that some plants are harmful	Vocabulary: weeds — hierbas mushrooms — hongos poisonous plants — plantas venenosas
To implement parents in classroom.			Children will observe and participate in making plant oriented foods. See Fruit Unit for suggested dishes. Class can initiate a communal school garden. Each classroom would cultivate a portion of the garden. (Spring project) Learn labels of tools.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll discover are harmful	Vocabulary: weeds — hierbas mushrooms — hongos poisonous — plantas plants — venenosas Children will observe and participate in making plant oriented foods. See Fruit Unit for suggested dishes.	See Culture Unit	
	Class can initiate a communal school garden. Each classroom would cultivate a portion of the garden. (Spring project)	Use seed packets for vocabulary development.	
	Learn labels of tools.	Garden tools Bulletin board devoted to levels of plant growth. Films: From seeds to Plants Wonders of Plant Growth Water for the Farmers Fields. Como viven las flores editorial Molino - Barcelona McDonald and Co. 1970	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
↓			
			Make and maintain simple terrariums and vivariums.
			Play: El florista y las flore

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
		Naturaleza y Sociedad naturalexa, Temas 1 - 15	
	Make and maintain simple terrariums and vivariums.	Science for Elementary Children 5th Edition by Nelson and Lorbeer 1967	
		Scope Educational Service, Inc. 1966	
		Consult - Food Unit for songs, poems, riddles etc. related to plants.	
	Play: El florista y las flores	*Merry-go-round of Games in Spanish* NTL, 1962	

PLANTS AND NURSERY MANAGEMENT

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
Development and propagation of plants	ML.001	Given a coloring page the child will be able to identify a plant and differentiate between a plant and other objects.	1. Visit a nursery or greenhou 2. Plant and tend various flow seeds. 3. Plant and tend various vegetable seeds. 4. List the important roles of plants as a group project in Spanish and English. 5. Observe the various stages of plants (a) seeds, (b) young shoot, (c) bud, (d) blossom, etc. 6. Keep records of plant process in Spanish and English. 7. Make a collection of all kinds of seeds that you can find. 8. Make a list of the foods you eat that come from seeds (in Spanish and English). 9. Try to raise tomato or cabbage plants at home.
	ML.002	The child will plant and observe the growth of a plant from a seed.	
	ML.003	The child will be able to identify the stages of development and growth of various plants by naming the stages and the parts in order.	
	ML.004	The child will be made aware of several careers that are involved in the management of a nursery.	

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IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
page the ie t and tween a objects.	1. Visit a nursery or greenhouse 2. Plant and tend various flower seeds.	Mi Primer Libro de Ciencias Primer ano, Wilber L. Beauchamp, Scott Foresman, 1961	Use a coloring page containing plants as well other objects.
lant and th of a d.	3. Plant and tend various vegetable seeds. 4. List the important roles of plants as a group project in Spanish and English.	Nuestro Mundo (Estudio de la naturaleza) Elio Arrecha Rodriquez Cultural Venesolang, S.A.	
e able to ges of growth of y naming he parts	5. Observe the various stages of plants (a) seeds, (b) young shoot, (c) bud, (d) blossom, etc.	El Mundo de la Ciencia (Libro de consulto del alumno) All Around Us Book B Scott Foresman and Company 1951	The teacher will observe the planting and care of the plant by the child. Use the worksheet which asks the child to label the parts of a tree.
e made aware rs that are management	6. Keep records of plant process in Spanish and English. 7. Make a collection of all kinds of seeds that you can find. 8. Make a list of the foods you eat that come from seeds (in Spanish and English). 9. Try to raise tomato or cabbage plants at home.	How Do We KNow? Book C Scott Foresman and Company 1956 Science for Work and Play D.C. Heath and Company 1961 Science Is Learning Scott Foresman and Company. 1961 Science is Exploring Scott Foresman and Company. 1961	The teacher may ask the child to name several careers which may be involved in the management of a nursery.

PLANTS AND [illegible]

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			10. Place a potato in a water glass with some water in t bottom. Watch for the bud that grow from the "eyes."
			11. Read the story about "Johnny Appleseed."
			12. Read "How Plants Are Produced"
			13. Read "Las Adivinanzas" to all the children
			14. Read the story "Useful Plants."
			15. Have the children draw and label the parts of a tree both in Spanish and English.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	10. Place a potato in a water glass with some water in the bottom. Watch for the buds that grow from the "eyes." 11. Read the story about "Johnny Appleseed." 12. Read "How Plants Are Produced" 13. Read "Las Adivinanzas" to all the children 14. Read the story "Useful Plants." 15. Have the children draw and label the parts of a tree both in Spanish and English.	*The Wonderful World of Science* Book 3 Warren Knox, George Stone, Charles Scribner's Sons New York, 1955 *Todays Basic Science* Navarra Zaffaron, Harper and Row 1963 Activities 11 - 15 Refer to Nursery Management Packer.	

TIME

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
Understands the concept of time, uses it in practical daily living appropriate to the situation.			
	ML.001	Identifies a clock	1. Talks about a clock or wa Describes theparts that c be seen (face, hands, numerals), what can be he imagine what the inside i like.
	ML.002	Tells what a clock measures.	2. Identifies hours and minu hand
	ML.003	Tells time in hours	3. Constructs a clock (paper plate) with movable hands
	ML.004	Tells time in half hours	
	ML.005	Associates time to certain happenings.	4. Arranges the hands for certain hours and tells what happens at certain times (breakfast time, recess, noon, etc.)
	ML.006	Tells time to the quarter hour.	
	ML.007	Tells time to the minute	
	ML.008	Estimates the time it will take to do certain jobs, to go certain distances or places.	
			Plays domino game matching times to happenings, pictures or another way of telling that particular time.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ck	1. Talks about a clock or watch. Describes theparts that can be seen (face, hands, numerals), what can be heard, imagine what the inside is like.	Developmental Learning Materials Clock Stamp Time Teacher 3505 North Ashland Chicago, IL 60657 Plus Ed. Service P.O. Box 219 Stevensville, MI 49127 Telling Time Audio-Tutorial Kit Encyclopedia Britannica 425 North Michigan Avenue Chicago, IL 60611 Ideal No. 7129 Clock Dial Transparency	
ck measures.	2. Identifies hours and minute hand		
urs lf hours	3. Constructs a clock (paper plate) with movable hands.		
to certain	4. Arranges the hands for certain hours and tells what happens at certain times (breakfast time, recess, noon, etc.)		
e quarter			
e minute			
me it will in jobs, stances or			
	Plays domino game matching times to happenings, pictures, or another way of telling that particular time.		

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach monetary value			
	ML.001	Groups coins	Play store to go shopping in.
	ML.002	Matches coins	
	ML.003	Identifies coins, penny, nickel, dime	
	ML.004	Groups coins according to value - pennies, nickels - dimes	
	ML.005	Evaluates groups of coins	Look for pictures of coins in magazines.
	ML.006	Identifies ¢ and $	
	ML.007	Idenfities the coin that is greater penny, nickel, dime.	Make a display or bulletin board on money.
			Field trip to stores, Concept, it costs money to buy items.
			Translate from English to Spa activity in our English Math

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES		SUGGESTED EVALUATION TECHNIQUES
	Play store to go shopping in.	Any Math Series		Make a short
				quiz to see if
		Vocabulary		objectives have
				been met.
ns, penny,		money	dinero	
		cent	centavo	Keep progress
		penny	centavo	chart
ccording to		nickel	niquel	
es, nickels -		dime	diez centavos	
		quarter	25 centavos	
		half dollar	medio peso	
ps of coins	Look for pictures of coins in	dollar	dólar, peso	
	magazines.			
$		more	más	
	Make a display or bulletin	less	menos	
coin that	board on money.	cost	cuesta	
		have	tengo	
time.	Field trip to stores,	spend	gasto	
	Concept, it costs money to	buy	compro	
	buy items.	pay	pago	
		change	cambiar, cambio	
		store	tienda	
		shopping	compras	

Translate from English to Spanish to be able to use most any activity in our English Math books.

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	ML.008	Identifies amounts of money to 50¢	Make money
	ML.009	Write amounts of money to to 50¢	
	ML.010	Identifies the set that is greater up to 50¢	Play store
	ML.011	Identifies theset that is less up to 50¢	Cut out price tags from magazi and compare prices.
	ML.012	Uses addition and subtraction in money problems up to 50¢	Activity sheets Each containing 3 or 4 items with price tag and the question which costs most? which costs less? Answer on back of sheet.
	ML.013	Make change in money problem solving.	Manipulates real money according to activity sheets.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ts of money	Make money	Coin Stamp Developmental Learning Materials 3505 North Ashland Avenue Chicago, IL 60657	
money to			
et that is ¢	Play store	Plus	
t that is	Cut out price tags from magazines and compare prices.	Money Game No. [illegible] Developmental Learning Materials 3505 North Ashland Avenue Chicago. IL 60657	
d subtraction s up to			
ney problem	Activity sheets Each containing 3 or 4 items with price tag and the question which costs most? which costs less? Answer on back of sheet.		
	Manipulates real money according to activity sheets.		

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	ML.014	Counts by 1's, 5's and 10's to determine amount of money.	Games and Ideas from Plus 1. Take your pick p. 64
	ML.015	Groups coins and determine amount of money (1 penny, 1 nickel, 2 dimes = 26¢)	2. How much money p.57 3. Shopping p. 58
	ML.016	Makes change	4. Grocery story p. 59
	ML.017	Compares money values.	
	ML.018	Evaluates groups of coins up to $1.00	1. Buying Fair 2. Merchandise Mart
	ML.019	Identifies coins pennies, nickels, dimes, quarters, half dollar, dollar.	
	ML.020	Recognizes same value 5 pennies = 1 nickel.	
	ML.021	Writes amounts of money to $1.00	

ORAL TIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
's and amount of determine 1 penny, s = 26¢) alues. of coins up pennies, quarters, lar. value ckel. money to	Games and Ideas from Plus 1. Take your pick p. 64 2. How much money p.57 3. Shopping p. 58 4. Grocery store p. 59 5. Buying Fair 6. Merchandise Mart	Ideas from Plus Book (A handbook of classroom ideas to motivate the Teaching of Elementary Mathematics) Educational Service, Inc. P.O. Box 219 Stevensville, MI 49127	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	ML.022	Identifies amounts of money	Price list - seatwork p. 60 Ideas from Plus
	ML.023	Recognizes same value.	Grocery story with price tags.
	ML.024	Writes amounts of money to $5.00	Cut out different price tags from newspaper ads.
	ML.025	Evaluates groups of coins up to $5.00	Make a bulletin board from clippings or shoebox dioramas depicting certain types of stores. Items have price tags. Activity sheets accompany each "store" box.
	ML.026	Identifies ¢, $, and decimal.	
	ML.027	Writes ¢, $, and decimal.	Field trip to see actual price tags in stores.
	ML.028	Realizes that price tags are recorded measurement of money. to 50¢ to $1.00 to.$5.00	Budgets certain amounts of money. Groceries Toys A party Menus Clothing, etc. Use catalogues for actual prices.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
nts of money	Price list - seatwork p. 60 Idea from *Plus*		
value.	Grocery store with price tags.		
of money to	Cut out different price tags from newspaper ads.		
s of coins , and	Make a bulletin board from clippings or shoebox dioramas depicting certain types of stores. Items have price tags. Activity sheets accompany each "store" box.		
d decimal.			
rice tags are ement of	Field trip to see actual price tags in stores.		
	Budgets certain amounts of money. Groceries Toys A party Menus Clothing, etc.		
	Use catalogues for actual prices.		

TRANSPORTATION

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the students the word transportation, its meaning, and the different means and functions of transportation.			
	0.001	The student will say orally the meaning of the word transportation.	Suggested Vocabulary car carro train tren bus autobus truck camion airplane avion rocket cohete jet jet ship barco boat chalupa canoe canoa General discussion - meaning of word transportation.
	0.002	When shown individual pictures the student will respond orally with the name of the land transportation.	Show and discuss pictures of land transportation. Examples of vocabulary Ask: ¿Qué es este? Answer: Es un carro. Ask: ¿Por dónde camino el ca Answer: Por la calle, etc. Continue in same manner with all land transportation, wate and air. Teach and sing the song "Mi Burro"
	0.003	The student will volunteer personal transportation experiences to share with the class.	Talk about individual experie Introduce Poem- "Going Places" Read and discuss

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
say orally the word	Suggested Vocabulary car carro train tren bus autobus truck camion airplane avion rocket cohete jet jet ship barco boat chalupa canoe canoa		
	General discussion - meaning of word transportation.	Pictures from Peabody Kit	Progress Chart
vidual pict- t will with the nd transpor-	Show and discuss pictures of land transportation. Examples of vocabulary	Pictures from Economy Picture Cards on transportation or obtain from magazines	
	Ask: ¿Qué es este? Answer: Es un carro. Ask: ¿Por dónde camino el carro? Answer: Por la calle, etc. Continue in same manner with all land transportation, water, and air.		
	Teach and sing the song "Mi Burro"	Record - Shawnee Press, Inc. Delaware Water Gap, PA 18327	Teacher Observation
volunteer portation share with	Talk about individual experiences		
	Introduce Poem- "Going Places" Read and discuss	Poem - Ships and Jets And Busses too, Planes or trains Or a birch canoe,	

[illegible]

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Let children play with cars, trucks, etc. at sand table (land) Make paper airplanes to fly (air) Play with boats in water (wat
	0.004	The student will make an individual scrapbook of his own of land, water and air transportation. When shown individual pictures the student will respond orally with the function of land transportation.	Find and cut out pictures of land transportation to begin individual scrapbook. Discuss function of such tran portation. Divide bulletin board into three sections, air, water, l Let children draw a picture of transportation and put it up under it's proper categ Repeat Poem - "Going Places" Read "Puff and Toot" Read and record story Introduce traffic sounds from tape, listen and discuss.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Let children play with cars, trucks, etc. at sand table (land) Make paper airplanes to fly (air) Play with boats in water (water)	All can take you Somewhere new, But if you choose, So can shoes. Barco avión y también camión Tren y canoe Te llevan también, Pero si quieres, Los zapatos te llevan también.	
ll make an apbook of his ater and air .	Find and cut out pictures of land transportation to begin individual scrapbook.	Obtain pictures from magazines old books, etc. Also ask students to bring some from home, scissors, glue	
ividual tudent will with the nd transpor-	Discuss function of such transportation.	Refer to previous poem mentioned.	
	Divide bulletin board int three sections, air, water, land Let children draw a picture of transportation and put it up under it's proper category.		
	Repeat Poem - "Going Places"		
	Read "Puff and Toot" Rood and record story	Can obtain at any variety store or record shop	
	Introduce traffic sounds from tape, listen and discuss.		

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	0.005	The student will orally name two types of air transportation and their functions.	Show pictures of air transport tion. Have oral discussion. Students look for and cut out pictures of air transportation for scrapbook. Continue to ask questions as before on land transportation. Discuss functions of such air transportation. Teach and say Riddle - "El cohete" Read "A Trip to the Moon" Book and record story
	0.006	The student will orally name two types of water transportation and their function.	Have discussion of water trans portation, ways used, function Ask as before, questions about water transportation. Ask ¿Por dónde va el barco? Answer - Por la mar, el agua Make, name, and show cards of water transportation. Look for pictures of water transpo tation to complete scrapbook. Teach and sing the song - "El Barco Chiquitito"

AVIORAL JECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll orally name air transporta- r functions.	Show pictures of air transportation. Have oral discussion. Students look for and cut out pictures of air transportation for scrapbook.	Use magazines and same materials as before	Progress chart
	Continue to ask questions as before on land transportation.		
	Discuss functions of such air transportation.		
	Teach and say Riddle - "El cohete"	Riddle Tito, Tito capotito Sube al cielo Y tira un grito	
	Read "A Trip to the Moon" Book and retell story	Found at any Variety store.	
ll orally name water transporta- r function.	Have discussion of water transportation, ways used, functions. Ask as before, questions about water transportation. Ask ¿Por dónde va el barco? Answer - Por la mar, el agua (etc.	Make cards out of tagboard or construction paper. Magazines, newspapers.	Oral Progress Chart
	Make, name, ans show cards of water transportation. Look for pictures of water transportation to complete scrapbook.		
	Teach and sing the song - "El Barco Chiquitito"	Record Songs in Spanish for Children Columbia Records	

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	0.007	The student will be able to name at least 5 out of 9 traffic sounds heard on the tape.	Listen to taped traffic sounds. Teach commands by using traffi light. Teach go - camina, st parar, wait esperar, left - iz rda, right, derecha, etc.
	0.008	The student will be able to classify transportation as to travel on land, water or air.	Classify all transportation pictures into land, air or water groups.
To teach the student about different kinds of transportation.	1.009	When shown a picture, the student will be able to name orally the different modes of transportation.	Suggested vocabulary car carro co airplane avión bus autobús feet pies truck camión ship barco boat chalupa taxi taxi train tren helicopter helicópetr Examples of instructional lan 1. ¿Cuál es este? 2. El barco va por la mar (chalupa) 3. El avión va por el cielo. (helicópetro) 4. El autobús va por la calle. (el carro, los pies, el taxi, el cam 5. El tren va por los rie

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
l be able to out of 9 heard on the	Listen to taped traffic sounds. Teach commands by using traffic light. Teach go - camina, stop parar, wait esperar, left - izquierda, right, derecha, etc.	Tape recorder Traffic light (all schools have	Oral Progress
l be able to ortation as to water or	Classify all transportation pictures into land, air or water groups.		Teacher observation and progress chart
icture, the e able to e different ortation.	Suggested vocabulary car — carro o coche airplane — avión bus — autobús feet — pies truck — camión ship — barco boat — chalupa taxi — taxi train — tren helicopter — helicópetro Examples of instructional language 1. ¿Cuál es este? 2. El barco va por la mar. (chalupa) 3. El avión va por el cielo. (helicópetro) 4. El autobús va por la calle. (el carro, los pies, el taxi, el camión) 5. El tren va por los rieles.		

[illegible]

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Discuss each mode of transport tion and show pictures. Teach language to be used. Ask question, ¿Que es éste? Children answer in complete sentences using suggested vocabulary. Take as much time as needed fo children to learn this activit Take students on a field trip to the airport, bus depot, and train station.
	1.010	The student will divide the various modes of transportation into three groups, land air, or water.	Have student cut pictures out magazines and divide them int groups, those used on land, ai or water. Make a mural with modes of tra portation students cut out. Make a bulletin board and divi into three sections, air, lan water. Let students make a pi ture of some mode of transport tion being studied from geomet shapes and place that picture in the proper section. Show films on transportation

TRANSPORTATION

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Discuss each mode of transportation and show pictures. Teach language to be used.	Peabody picture cards on transportation	
	Ask question, ¿Qué es ésta? Children answer in complete sentences using suggested vocabulary. Take as much time as needed for children to learn this activity		Oral progress chart. Did the student name the correct transportation, whether used on land, air or water and used complete sentences?
	Take students on a field trip to the airport, bus depot, and train station.	Local airport, bus depot, and train station.	
divide the transporta- groups, land	Have student cut pictures out of magazines and divide them into groups, those used on land, air or water.	Use any magazines, newspapers old books available.	Did the student group the pictures correctly?
	Make a mural with modes of transportation students cut out.		
	Make a bulletin board and divide into three sections, air, land, water. Let students make a picture of some mode of transportation being studied from geometric shapes and place that picture in the proper section.	Art supplies, construction or any other type of paper, scissors, glue	
	Show films on transportation	Films: Encyclopedia Britannica Film 1. The Truck Driver 2. The Bus 3. Boats and Ships 4. An Airplane Trip by Jet	

TRANSPORTATION

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.011	The student will share orally with the class his experiences on kinds of transportation he has experienced.	Let student tell and discuss which modes of transportation he has been on. Read Book - "Los Vehículos I" and "Los Vehículos II" Play "Cuál Soy Yo" Child pantomines one of the mod and rest of group guesses what mode it is. Make cards with pictures of mod of transportation and play "Concentration."
	1.012	The student will participate in and name various modes of transportation and vocabulary used in the story.	Read story - "Vamos a viajar" After reading and discussion of the story, go into dramatizatio with all children participating As story progresses, stand on t chalkrail large pictures of mod of transportation being talked about. Play "Vamos a Hacer un Viaje"

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TRANSPORTATION

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
share orally is inds of tran- s experienced.	Let student tell and discuss which modes of transportation he has been in.		Did the student participate in personal experiences?
	Read Book - "Los Vehículos I" and "Los Vehículos II" Play "Cuál Soy Yo" Child pantomines one of the modes and rest of group guesses what mode it is.	Cultural Resource Center Adams State College	
	Make cards with pictures of modes of transportation and play "Concentration."	Make pictures out of tagborad use crayon to color them.	
participate us modes of d vocabulary .	Read story - "Vamos a Viajar" After reading and discussion of the story, go into dramatization with all children participating.	Book "Hablan Mas Los Niños" Cultural Resource Center Adams State College	After being asked questions, did the student express original and connected speech while naming the transportation?
	As story progresses, stand on the chalkrail large pictures of modes of transportation being talked about.	Make large pictures on tagboard and color them. May also bring in toy cars, trucks, etc.	
	Play "Vamos a Hacer un Viaje"	P. 172 of "Hablan Mas Los Niños" Cultural Resource Center Adams State College.	

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EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach the student concerning the different kinds of land transportation.	2.013	The student will name orally at least 6 out of 8 modes of land transportation caballo camion burro bicicleta coche - carro autobus elefante tren stating a complete sentence using the suggested vocabulary.	Suggested vocabulary 1. el caballo - the hors 2. la bicicleta - the bi 3. el burro - the donkey 4. el camión - the truck 5. el coche - carro -the 6. el autobús - the bus 7. el elefante - the ele 8. el tren - the train viajamos en viajamos por automovil camina despacio camina rápidamente Display charts one at a time Read and discuss each one together. Read Los Vehículos Sing - "Mi Burro"
	2.014	The student will collect or draw pictures of each mode of transportation and label them correctly in English and Spanish.	Have student collect or draw pictures of each mode of transportation.

TRANSPORTATION

ORAL TIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
name orally 8 modes tation	Suggested vocabulary 1. el caballo - the horse 2. la bicicleta - the bicycle 3. el burro - the donkey 4. el camion - the truck 5. el coche - carro -the car 6. el autobús - the bus 7. el elefante - the elephant 8. el tren - the train	Make charts with a train (tren) bus, burro, elephant, truck, car, bicycle, horse, caption with viajamos por tren por autobús en burro en elefante por camión por cóche en bicicleta en caballo	Oral - progress chart of students who know 6 modes of land transportation and use a complete sentence.
ete sentence sted	viajamos en viajamos por automóvil camina despacio camina rápidamente Display charts one at a time Read and discuss each one together.	Make on tagboard, scissors crayons.	
	Read Los Vehículos	Book - Los Vehículos Bro. Dart, Inc.	
	Sing - "Mi Burro"	Record - Vamos A Cantar Shawnee Press, Inc. Delaware Water Gap, Penn. 18327	
l collect or f each mode on and label in English	Have student collect or draw pictures of each mode of transportation.	Collect pictures from magazines, newspapers, etc.	Check pictures or drawings to see if labeled correctly.

TRANSPORTATION

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	2.015	The students will be able to read the charts with mode of transportation and suggested vocabulary with	Let children take turns readin charts Provide information of tape cassetts. Let children tell of modes of t portation they have been on.
	2.016	All students will participate in playing "Lo Tengo", Concentration, and in making their own experience charts.	Play - "Lo Tengo" Play - Concentration Allow children to make their o experience chart.
To acquaint the student with the different types of transportation methods.	3.017	The student will differentiate verbally between the types of transportation.	Vocabulary of terms - Show pictures of the use of horses and mules in farming during the early 1/3 of the century.
	3.018	The student will observe the change in transportation as the country became more modernized.	Steam engine Toys Trucks and cras America's products and the trucks that carry them. 1. 32 types of trucks 2. US map of products 3. Bulletin Board Kit

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
l be able to with mode of nd suggested	Let children take turns reading charts	Charts already made and used before.	Oral - progress chart students who know how to read charts.
	Provide information of tape cassetts.	Tape sounds of different modes of land transportation.	
	Let children tell of modes of transportation they have been on.		
l participate engo", Con- in making ence charts.	Play - "Lo Tengo"	Game - El [illegible] de Español by Mac Rae Houghton Mifflin Co. Boston Grade [illegible]	
	Play - Concentration	Use cards depicting each mode of transportation discussed.	
	Allow children to make their own experience chart.		
differentiate the types of	Vocabulary of terms -	Teacher made	
	Show pictures of the use of horses and mules in farming during the early 1/3 of the century.	Magazines, old books, cut out pictures and paste on piece of tagboard	Teacher observation
observe the ortation as me more	Steam engine Toys	Use working model of steam engine. Hook it up to tinker toys for added interest	Teacher observation
	Trucks and cras America's products and the trucks that carry them. 1. 32 types of trucks 2. US map of products 3. Bulletin Board Kit	Full unit available from - Motor Vehicle Manufactors Association of U.S., Inc. Publication Sales 1201 16th Street, N.W. Washington, DC 20036	Teacher observation

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EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			-. Early types of autos
			Truck photos
			Ships - Kit of Merchant Fleet picture
			Evolution of navigation from canoe to diesel Mississippi River navigation
			History of U.S. Merchant Marine
			Airpalnes - Rockets - Space (A) Stories
			(B) Aviation Education Kit
			(C) Historical Aircraft
			(D) Moon Globe Guide Story of satellites and space exploration
			(E) Model Rocketry (Catalog and visual aids

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VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Early types of autos		
	Truck photos	American Trucking Assoc, Inc. Education Services 1616 P. Street N.E. Washington, DC 20036	
	Ships - Kit of Merchant Fleet picture	Maritime Administration Office of Public Affairs Washington, DC 20235	
	Evolution of navigation from canoe to diesel Mississippi River navigation	Mississippi River Commission Public Affairs Office P.O. Box 80 Vicksburg, MI 39180	Teacher observation
	History of U.S. Merchant Marine	Maritime Administration	
	Airpalnes - Rockets - Space (A) Stories	New Ginn 360 Stories	
	(B) Aviation Education Kit	Piper Aircraft Corporation Lock Haven, Penn. 17745	Teacher observation
	(C) Historical Aircraft	Trans World Airlines, Inc. Air World Education 605 Third Avenue New York, NY 10016	
	(D) Moon Globe Guide Story of satellites and space exploration	Weber Costello Co. 1900 N. Narraganett Chicago, IL 60639	
	(E) Model Rocketry (Catalog and visual aids)	Estes Corporation Penrose, Colorado	

SIMPLE MACHINES

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach simple machines.	0.001	The children will develop the following vocabulary bilingually. simple simple machines máquinas tractor tráctor potato digger saca papas truck camión plane avión combine trilladora crane grua car carro lever palanca wheel/axle rueda y ejo inclined plane wedge cuña screw tornillo work trabajar force fuerza	Have children locate and cut pictures of simple machines and paste in book form to be writte about later. Bring examples of simple machin for show and tell. Look to see how different peopl in the community use machines: gardner jardinero carpenter carpintero milkman lechero fireman bombero grocer tiendero gas station attendant farmer ranchero father el papá o el padre mother la mamá o la madre barber barbero (add to list) Investigate local buildings or school vocational projects unde construction.
To teach simple machines	1.002	The children will be able to recognize the simple machines and tell how they make work easier	Have children bring one of the the following: lever wheel and axle inclined plane wedge screw, nut and bolt

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
l develop the lary bilin- imple áquinas ráctor saca papas amión vión rsiadora rua arro alanca ueda y ejo uña rnillo rabajar erza	Have children locate and cut out pictures of simple machines and paste in book form to be written about later. Bring examples of simple machines for show and tell. Look to see how different people in the community use machines: gardner — jardinero carpenter — carpintero milkman — lechero fireman — bombero grocer — tendero gas station attendant farmer — ranchero father — el papá o el padre mother — la mamá o la madre barber — barbero (add to list) Investigate local buildings or school vocational projects under construction.	Filmstrips- SVE Toys That Work Finding Out About Simple Machines How Levers Help Us. New York Filmstrip House	Teacher progress charts and observation.
be able to ple machines make work	Have children bring one of the the following: lever wheel and axle inclined plane wedge screw, nut and bolt		Children involvement and teacher observation.

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SIMPLE MACHINES

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			Take children to the tetertoter and ask which machine it would (lever). (It helps lift things Ask questions how is the lever used in helping us do work? Ask children to bring a toy dum truck and wrecker to identify type of machine (wheel and axle
	1.003	Children will recognize that machines are alike in many ways.	Find out what moves on wheels on the street.
	1.004	Children will learn that machines help do many jobs at home, in their neighborhood or on the farm.	Have children look to find machines that lift, push, pull, grind, chop, dig, carry and do other things that need to be in everyday life. Have children find out how machines help us do things in kitchens and in workshops. Look at toys to find wheels, levers, screws, pulleys, and identify names bilingually.
To teach simple machines	2.005	The children will be able to name or illustrate ways in which wheels, rollers, cranes and levers help us in our work.	Use machines and see how they help us to do work: 1. Hammer pull nails 2. Levers to lift

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	Take children to the teetertoter and ask which machine it would be (lever). (It helps lift things.) Ask questions how is the lever used in helping us do work? Ask children to bring a toy dump truck and wrecker to identify type of machine (wheel and axle).	Doing Work Glenn O. Blough New York: Harper & Row 1959	Teacher observation of children's usage of language
cognize that ke in many	Find out what moves on wheels on the street.	Book I Page 48 Science for Tomorrow's World MacMillian Company	Observation of childs actual involvement with the activity.
arn that many jobs r neighbor- orm.	Have children look to find machines that lift, push, pull, grind, chop, dig, carry and do other things that need to be done in everyday life.		
	Have children find out how machines help us do things in kitchens and in workshops. Look at toys to find wheels, gears, levers, screws, pulleys, and identify names bilingually.		
l be able to te ways in llers, cranes us in our	Use machines and see how they help us to do work: 1. Hammer pull nails 2. Levers to lift		Children give oral responses..

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
			3. Shovels to dig 4. Saws cut Ask the school custodian to show how he uses machines to: 1. Clean the school 2. Make the school safe 3. Make repairs
To teach simple machines, and complex machines.	3.006	The children will describe the value of complex machines controlled or operated by man. tractor tractor potato digger almocafre de truck camión papas plane avión train tren combine combinar crane pescante car carro ship barco	Have children describe simple machines and their use as they become involved in the construction of a play town at the sand table, or other area available. Have children construct one example of each simple and comp machine described from material on hand. (Pictures may be use to demonstrate the complex machines.)
	3.007	The children will demonstrate knowledge of the concept that by using machines people can make their work easier.	
	3.008	Children will learn that machines serve any of three purposes: 1. They increase speed. (an eggbeater)	Have students cut out pictures from catalogues of many different kinds of machines to continue pasting in books.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
	3. Shovels to dig 4. Saws cut Ask the school custodian to show how he uses machines to: 1. Clean the school 2. Make the school safe 3. Make repairs		Observation of children at play by teacher.
l describe plex machines erated by ractor almocafre de amión papas vión ren mbinar escante arro arco	Have children describe simple machines and their use as they become involved in the construction of a play town at the sand table, or other area available. Have children construct one example of each simple and complex machine described from materials on hand. (Pictures may be used to demonstrate the complex machines.)	Simple Machines and How They Work Elizabeth Sharp New York: Random House, Inc. 1959 Have plumber, electrician, carpenter and other community people demonstrate use of simple and complex machines as utilized in their job.	Observation of children's attention and acceptance of resource people's presentation.
l demonstrate concept that s people can easier.			
arn that ny of three ase speed. ter)	Have students cut out pictures from catalogues of many different kinds of machines to continue pasting in books.		

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
		2. They increase force (car jack) 3. They change direction of force. (single pulley.)	Have children report about the the machines demonstrated and collected and place write-ups in their notebooks.
		NOTE:	
	3.009	Machines do not produce energy but make use of the energy supplied to them.	

ORAL TIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
e force directi ey.) produce ise them.	Have children report about the the machines demonstrated and collected and place write-ups in their notebooks.		

[illegible]

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
Machines help us do work	3.010	The children will bring pictures from home, to show how wheels are used in work and play.	Children will collect pictures trucks, cars, bicycles, etc. Class will visit the local garage to have mechanics show how the driveshaft propels and turns the wheel.
	3.011	Shown a simple picture, the student will point to and call the new words of this unit: 1. Wheel 2. Axle	The children will name objects that use wheels to move.
	3.012	The students will bring match boxes to make cardboard wagons.	Make cardboard wagons. Cut 4 wheels out of cardboard.
	3.013	The student will make cardboard wagons with a small amount of adult supervision.	Use match box with [illegible] pins.
	3.014	Each student will make four wheels out of cardboard	
	3.015	Each child will cut and design tongue to pull a wagon.	
	3.016	Each student will name at least 2 out of 4 ways that wheels are used.	P. 85-[illegible] of textbook various pictures are shown and class will discuss uses of the different wheels.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
bring re, to are used in	Children will collect pictures of trucks, cars, bicycles, etc. Class will visit the local garage to have mechanics show how the driveshaft propels and turns the wheel.		Observation of children
icture, the nt to and ds of this	The children will name objects that use wheels to move.		
l bring ake card-	Make cardboard wagons. Cut 4 wheels out of cardboard.		
take card- h a small supervision.	Use match box with [illegible] pins.		
l make four rdboard			
ut and pull a			
l name at ways that	P. 55-[illegible] of textbook various pictures are shown and class will discuss uses of the different wheels.		

SIMPLE MACHINES

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	3.017	Given at least possible ways of using the wheels the children will name one more.	Write list of how wheels are us on chalkboard.
	3.018	The children will draw a picture of a wheel.	Have children discuss ways in which mother and father use wheels at home.
To teach friction is a resistance to motion between two surfaces	3.019	The student will suggest at least one cause of friction.	Remove wheels from wagons and have children move it. Rub two blocks and have childre feel it.
	3.020	The students will suggest ways to reduce friction	Get a large box, place rocks i box and have children move it. You can hear the friction or rubbing.
	3.021	The student will suggest ways to reduce work load (ex.) by pulley.	Using the heavy box, use marble to move the box.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ossible wheels l name one	Write list of how wheels are used on chalkboard.		
l draw a pic	Have children discuss ways in which mother and father use wheels at home.		
suggest se of	Remove wheels from wagons and have children move it. Rub two blocks and have children feel it.		Friction is a hard concept for children to explain, or for the teacher to talk about, without losing interest, however, after the activities were done. I felt confident that at least 50% of the class knew what friction ment and what caused it.
l suggest riction	Get a large box, place rocks in box and have children move it. You can hear the friction or rubbing.		
suggest ork load	Using the heavy box, use marbles to move the box.		

SPACE

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach about air and space	0.001	To make children aware that air occupies space.	Discuss a deflated balloon. It does not contain air. Inflate a balloon and tie it. Put a book on it. Discuss what make the balloon full. What happens when you put a book on it. Have a child sit on a balloon Discuss what happens. Tie a deflated balloon on one of a yardstick and an inflated balloon on the opposite end. Ti a string at the middle of the yardstick and observe as to whether it balances. Ask for example: What is in these balloons? Which weighs more? How do you know? What does this show about air? Blow soap bubbles. Discuss what makes the bubble and what happens when bubbles break. Ask: Can you see air? What do we need air for? What happens if we put in too much air? What else can we fill with air

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
aware that ce.	Discuss a deflated balloon. It does not contain air. Inflate a balloon and tie it. Put a book on it. Discuss what make the balloon full. What happens when you put a book on it. Have a child sit on a balloon Discuss what happens. Tie a deflated balloon on one end of a yardstick and an inflated balloon on the opposite end. Tie a string at the middle of the yardstick and observe as to whether it balances. Ask for example: What is in these balloons? Which weighs more? How do you know? What does this show about air? Blow soap bubbles. Discuss what makes the bubble and what happens when bubbles break. Ask: Can you see air? What do we need air for? What happens if we put in too much air? What else can we fill with air?	Balloons and soap to make bubbles. [illegible] Let's Find Out Schneider, Herman and Nina Understanding Your Environment Silver Burdett Level II - 1972	Teacher judgement and observation

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EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	1.002	The children will learn about rockets and space travel.	Report on current happenings using both English and Spanis Collect models and pictures that show various types of rockets and space vehicles. Tell the story of important facts by captions of pictures collected bilingually. Discuss the question: Where can a person travel in a space ship? Have the children construct an airport at the sand table or o a canvas.
	1.003	The child will be able to develop and illustrate ideas about what causes day and night.	Have children form a circle with one child in the middle. Have children rotate as they revolve around the sun developing the following concepts. 1. The sun shines all the time. 2. The earth turns once eac day. 3. One side of the earth ge sunlight at a time. 4. The earth is a planet.
	1.004	The child will learn the following vocabulary: day — día night — noche earth — tierra rotation — vuelta revolution — rotación revolución moon — luna space — espacio	Use a large ball to demonstrat what causes day and night. Have child hold ball above head (or place on table) One child holds flashlight and cir the "earth" symbolizing the su

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VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ill learn about ace travel.	Report on current happenings using both English and Spanish Collect models and pictures that show various types of rockets and space vehicles. Tell the story of important facts by captions of pictures collected bilingually. Discuss the question: Where can a person travel in a space ship? Have the children construct an airport at the sand table or on a canvas.	Weekly Reader Scholastic Magazines National Air and Space Museum Smithsonian Institution Washington, DC 20560 (For pictures and information about historical flight craft)	
be able to lustrate ideas een day and learn the bulary: día noche tierra vuelta rotacion revolucion luna espacio	Have children form a circle with one child in the middle. Have children rotate as they revolve around the sun developing the following concepts. 1. The sun shines all the time. 2. The earth turns once each day. 3. One side of the earth gets sunlight at a time. 4. The earth is a planet. Use a large ball to demonstrate what causes day and night. Have child hold ball above head (or place on table) One child holds flashlight and circles the "earth" symbolizing the sun.	Film: Air All Around Us Adams State College # A2 Airplane Trip By Jet Adams State College #A374 Big Sun and Our Earth Adams State College #A29 Rockets - How They Work Adams State College #B108	Teacher observation

SPACE

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
To teach about space.	2.005	The children will demonstrate their understanding of what happens at the airport and discuss bilingually.	Field trip to Alamosa airport. Find pictures of different typ of airports.
	2.006	The children will discuss what space is.	Have a class meeting. Ask the question: Where is the place called space?
	2.007	The children will discuss what spaceships are.	Collect pictures of different kinds of satellites.
	2.008	The child will be able to draw conclusions from information presented that: 1. The sun is a star. 2. It is the star closest to the earth. 3. Stars give light. 4. Sunlight shines on the earth 5. Some of it changes to heat.	Have children sketch a view from the window including both earth and sky. Ask what is closest? Write about "Out in space," and "sun and clouds." Discuss the vocabulary words. Discuss the differences betwee day and night.

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
ll demonstrate ding of what airport and ally.	Field trip to Alamosa airport. Find pictures of different types of airports.	Elementary School Science and How to Teach It Blough and Schwartz View Master	The children respon orally to questions asked in either language.
ll discuss	Have a class meeting. Ask the question: Where is the place called space?	National Aerospace Education Council 806 Fifteenth Street, N.W. Washington, DC 20005 (For sources of free and inexpensive pictures, pamphlets and packets.)	Concept and vocabulary progress chart.
ll discuss are.	Collect pictures of different kinds of satellites.	Air Age Education Division Cessna Aircraft Company Wichita, KS 67201	
be able to s from infor- d that:	Have children sketch a view from the window including both earth and sky.		
s a star. star closest rth. e light. shines on the t changes to	Ask what is closest? Write about "Out in space," and "sun and clouds." Discuss the vocabulary words. Discuss the differences between day and night.		

SPACE

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	3.009	The children will learn that man-made satellites orbit around the earth and go to other planets.	
	3.010	The child will learn the following vocabulary: closest más cerca sunlight luz del sol star estrella shines brilla heat calor light luz clouds nubes	Do an experiment to prove that some sunlight changes to heat.
	3.011	Given the following terms, the child will be able to demonstrate their ability to discuss them bilingually launch botar o echar project proyecto rocket cohete orbit orbita lunarnaut nautico lunar space center astro centro spaceship astronove kite cometa	Have a "Rocket Day" at which time the children may bring a toy rocket to describe. Follow up by having an older child demonstrate the actual flight of a model rocket. Make a kite and fly it and have a kite flying contest. Examine models of various rockets, satellites or other space vehicles to see how they are shaped or constructed to perform their various function
	3.012	Given the terms spaceship, moon, Cape Canaveral, and space center, the children will verbally express a self creative story about "When I go to the moon."	Read and view books Transcribe stories children tell into Spanish and place in book form for class use to rea

ORAL TIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
learn that es orbit and go to			
arn the ary: s cerca z del sol trella illa lor z bes	Do an experiment to prove that some sunlight changes to heat.		
ng terms, able to ability to ngually tar o echar oyecto hete bita utico lunar tro centro tronove neta	Have a "Rocket Day" at which time the children may bring a toy rocket to describe. Follow up by having an older child demonstrate the actual flight of a model rocket. Make a kite and fly it and have a kite flying contest. Examine models of various rockets, satellites or other space vehicles to see how they are shaped or constructed to perform their various functions.	Estes Rocket, Inc. Penrose, Colorado	Teacher observation
paceship, ral, and children ress a self t "When I	Read and view books Transcribe stories children tell into Spanish and place into book form for class use to read.	The First Book of Space Travel New York: Franklin Watts, Inc Lift Off: The Story of Rocket Power New York: William Morrow and Company	

SPACE

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE	SUGGESTED RELATED ACTIVITIES
	3.013	Given a story or play the children will role play a trip on the moon.	Do the play - "Moon Crawler Skit" (Attached) Put a rocket model together as a class project. Discuss why the earth may be called a spaceship.
	3.014	Given the following terms the child will be able to define and verbalize each bilingually.	Have children look through a reflector type telescope to discover how far they can see.

IORAL CTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
play the le play a .	Do the play - "Moon Crawler Skit" (Attached)		
	Put a rocket model together as a class project.		
	Discuss why the earth may be called a spaceship.	The Earth is Your Spaceship Whittlesey House McGraw Hill, 1963, J. Schuartz Write to: National Aeronautics and Space Administration Washington, DC 20546 (For list of educational publications.) National Air and Space Museum Smithsonian Institution Washington, DC 20560 (for free material) Conceptually Oriented Program in Elementary Science (COPES) New York University 4 Washington Place New York, NY 10003 Elementary Science Study 55 Chapel Street Newton, Mass. 02160	
ing terms e able to lize each	Have children look through a reflector type telescope to discover how far they can see.		

EDUCATIONAL OBJECTIVE	CODE #	BEHAVIORAL OBJECTIVE		SUGGESTED-RELATED ACTIVITIES
		telescope	telescopio	
		space	espacio	
		solar	del sol	Introduce the term astronomy an take a field trip to Adams Stat College Planetarium
		early star	estrella	
		sun	sol temprana	
		moon	luna	
		universe	universo	Have children find pictures of each term and describe their individual pictures in Spanish.
		planet	planeta	
		frontier	frontera	
		astronauts	astronautas	
		astronomy	astronomia	
	3.015	Given a telescope the children will learn that it is a tool of astronomy.		

VIORAL ECTIVE	SUGGESTED RELATED ACTIVITIES	SUGGESTED RELATED MATERIALS AND RESOURCES	SUGGESTED EVALUATION TECHNIQUES
telescopio spacio del sol strella sol temprana luna universo planeta frontera stronautas astronomia pe the earn that it tronomy.	Introduce the term astronomy and take a field trip to Adams State College Planetarium	Satellites In Outer Space Isaac Asimov New York: Random House, Inc.	
	Have children find pictures of each term and describe their individual pictures in Spanish.	Frontiers in Space California Institute of Technology Pasadena, CA	

MOON CRAWLER SKIT

As the scene opens, the Moon Crawler is in the center of the stage. A group of lunarnauts comes on stage and gathers around the Moon Crawler.

1st lunarnaut: Well, we may have made it to the moon, but now we can't go much farther. This crazy Moon Crawler is stopped deader than a door nail!

2nd lunarnaut: Yeah. And this moon dust (brushes his trousers off) is driving me crazy. It gets on everything!

3rd lunarnaut: Moon dust! How dare you call it moon dust. You know the Professor calls it "cling." He says "moon dust" is not the proper name for it.

2nd lunarnaut: Well, I have to say "cling" is a good name for it, because it sure does! It clings to your pants, it clings to your shoes, it clings to everything.

3rd lunarnaut: Yeah, the Professor is good at naming things. He calls this machine a "Moon Crawler," and that's just about all it does.

2nd lunarnaut: You'd better go get the Professor. Maybe he can figure out what's wrong with it. We only have a little time until the spaceship leaves for earth.

(The 1st lunarnaut leaves, trying to run but bouncing slowly along instead.)

3rd lunarnaut: Hey, you better hurry up!

1st lunarnaut: Believe it or not, I am!

2nd lunarnaut: What's the Professor doing, anyway?

3rd lunarnaut: Oh, he's studying the "cling." Because it sticks so good, he thinks it could be used for lot of things.

2nd lunarnaut: Yeah. Did you hear he sprinkled some on his food?

3rd lunarnaut: Sprinkled it on his food? For what?

2nd lunarnaut: Because he wanted the food to stick to his ribs!

3rd lunarnaut: Oh no. Well, here he comes. Let's hope he can un-stick this Moon Crawler.

(The 1st lunarnaut returns with the Professor)

Professor: Boys, boys, I've done it, I've done it!

2nd lunarnaut: Done what?

Professor: I've found a use for "cling" that will make us all millionnaires. It can be used on clothes to replace belts and buttons. We'll sell enough "cling" for all the belts and buttons in the world--why, it's fantastic!

3rd lunarnaut: But Professor, how would you get your clothes off then? That stuff is un-unstickable!

Professor: (Surprised) Oh, I hadn't thought of that. Oh well, I guess I'll have to work on that a little more.

1st lunarnaut: Speaking of work, you better get to work on this Moon Crawler of yours. I've got all the gauges, meters and equipment you need.

Professor: Oh, no, no, no! I don't need all those fancy things. Everything I need is right here. (Holds up a shopping bag marked "Home Remedies.")

2nd lunarnaut: Oh, good grief! This is the age of lasars, solar wind collectors and seismometers, and you're still using mumbo-jumbo cures!

Professor: My boy, since the Moon Crawler is made from simple things, it is the simple things that will fix it! Now, just let me check it out.

(The Professor goes over to the Moon Crawler and begins to examine it. First, he takes out a very large thermometer, made of cardboard, and inserts it down one of the cardboard rolls. After a while, he removes the thermometer and reads it.)

Professor: (Shaking his head) Hmmm. Nothing wrong there. Temperature is 12 degrees---normal chassis temperature for the moon.

(The Professor then gets in his bag again, takes out a large container labeled "Sulphur and Molasses" and pours some down the cardboard roll.)

Professor: (Bending over and listening expectantly) I always use this on my machines. My grandfather always said it did wonders for his pipes!

(The Professor then lies down on the floor and peers at the underside of the Moon Crawler. As he is doing this, the lunarnauts are gathered to one side, carrying on the following conversation.)

2nd lunarnaut: Why they ever sent this guy with us, I'll never know.

1st lunarnaut: Well, he's a very well known lunar expert!

2nd lunarnaut: If you ask me, He's just a plain old lunar-tic!

3rd lunarnaut: Oh, he's really not so bad. And you know, with this "cling" business, he may have something!

3rd lunarnaut: HEY Professor, how are you doing?

Professor: (From under the Moon Crawler) I think I've found something. Uh-huh! That's it.

(Stands up, holding a cardboard roll.) Just as I thought. It's the roller

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2nd lunarnaut: Yeah. Did you hear he sprinkled some on his food?

3rd lunarnaut: Sprinkled it on his food? For what?

2nd lunarnaut: Because he wanted the food to stick to his ribs!

3rd lunarnaut: Oh no. Well, here he comes. Let's hope he can un-stick this Moon Crawler.

(The 1st lunarnaut returns with the Professor)

Professor: Boys, boys, I've done it, I've done it!

2nd lunarnaut: Done what?

Professor: I've found a use for "cling" that will make us all millionnaires. It can be used on clothes to replace belts and buttons. We'll sell enough "cling" for all the belts and buttons in the world--why, it's fantastic!

3rd lunarnaut: But Professor, how would you get your clothes off then? That stuff is un-unstickable!

Professor: (Surprised) Oh, I hadn't thought of that. Oh well, I guess I'll have to work on that a little more.

1st lunarnaut: Speaking of work, you better get to work on this Moon Crawler of yours. I've got all the gauges, meters and equipment you need.

Professor: Oh, no, no, no! I don't need all those fancy things. Everything I need is right here. (Holds up a shopping bag marked "Home Remedies.")

2nd lunarnaut: Oh, good grief! This is the age of lasars, solar wind collectors and seismometers, and you're still using mumbo-jumbo cures!

Professor: My boy, since the Moon Crawler is made from simple things, it is the simple things that will fix it! Now, just let me check it out.

(The Professor goes over to the Moon Crawler and begins to examine it. First, he takes out a very large thermometer, made of cardboard, and inserts it down one of the cardboard rolls. After a while, he removes the thermometer and reads it.)

Professor: (Shaking his head) Hmmm. Nothing wrong there. Temperature is 12 degrees---normal chassis temperature for the moon.

(The Professor then gets in his bag again, takes out a large container labeled "Sulphur and Molasses" and pours some down the cardboard roll.)

Professor: (Bending over and listening expectantly) I always use this on my machines. My grandfather always said it did wonders for his pipes!

(The Professor then lies down on the floor and peers at the underside of the Moon Crawler. As he is doing this, the lunarnauts are gathered to one side, carrying on the following conversation.)

2nd lunarnaut: Why they ever sent this guy with us, I'll never know.

1st lunarnaut: Well, he's a very well known lunar expert!

2nd lunarnaut: If you ask me, He's just a plain old lunar-tic!

3rd lunarnaut: Oh, he's really not so bad. And you know, with this"cling" business, he may have something!

3rd lunarnaut: HEY Professor, how are you doing?

Professor: (From under the Moon Crawler) I think I've found something. Uh-huh! That's it.

(Stands up, holding a cardboard roll.) Just as I thought. It's the rollar.

(IMPORTANT: Be sure "Rollar" is pronounced to rhyme with "dollar."

2nd lunarnaut: The rollar? Well, can you fix it?

Professor: Yes, I think so. I have just the right thing!

3rd lunarnaut: I hope you do. The rollar--I never heard of it.

(The Professor digs in his bag again and brings out a large box of detergent. He sprinkles a generous amount of the rollar, and then puts the rollar back in place under the Moon Crawler. The Professor then moves the Moon Crawler back and forth triumphantly.

Professor: Ah ha! I was right. It was the rollar!

1st lunarnaut: Yes. But how would detergent fix it?

Professor: Oh, boys, I am surprised at you. You boys should know what was the matter with the rollar!

ALL lunarnauts: WHAT!

Professor: Why it had CLING AROUND THE ROLLAR! (Curtain - fast!)

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